ED 283 935 AA 001 166

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SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 87
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. On annual subscription, $51.00 (Domestic), $63.75 (Foreign).
LANGUAGE- English
EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131) Collected Works - Serials (022)
DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains only the first three of the five indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (CRW/WTB)

ED 283 948 CE 047 523

Vitolo, Richard K., Ed.
A Golden Gate to Opportunity. The Correctional Education Association International Conference (42nd, San Francisco, California, July 26-29, 1987). Leadership Series in Correctional Education.
Los Angeles County Office of Education, Downey, CA.
PUB DATE- 87
NOTE- 102p.; Document contains small print.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143)
DESCRIPTORS- Basic Skills; *Correctional Education; *Correctional Rehabilitation; Delinquency; Microcomputers; Needs Assessment; *Outcomes of Education; Peer Teaching; Postsecondary Education; Prisoners; Program Effectiveness; Reading Instruction; Science Instruction; Secondary Education; Self Care Skills; *Skill Development; Teaching Methods

This document contains 10 papers presented at a symposium on corrections education. The proceedings are organized in two parts; the first part contains six research and program reports, and the second part contains four papers on various instructional strategies. The papers in Part I are as follows: "The Politics of Rehabilitation: A Study of Legislative Ideology" (Mark S. Hamm); "University Prison Education in British Columbia Combining Academic and Living Skills for Personal Growth" (Stephen Duguid); "State of Wisconsin Division of Corrections Bureau of Juvenile Services Post-Secondary Education Pilot Program" (James R. Wickman); "Post-Secondary Correctional Education: An Evaluation of Parolee Performance" (Jerry Holoway and Paul Moke); "Needs Assessment in Correctional Education" (Raymond Bell and Coleen McDonnell); and "The Relationships of WAIS-R Wechsler Adult Intelligence Scale-Revised Scores, Social Variables and Educational Preparation to Reading Achievement in Prison Population" (Scott Coleman Greenwood and Raymond Bell). The papers in Part II include "Computer Labs in Ohio's Correctional Pre[illegible]lease Program" (Norman Rose and Kurt Williams); "Ethical Conside[illegible]ons in Land Use: An Exploration of Values in the Prison Lab Science Classroom" (James A. Brey); "Peer Tutoring: It Makes a Difference in a Juvenile Detention Center School" (Betty W. Farrar); and "A Five Year Comparison of APL Adult Performance Level Lifescoping Skills Test Results at Lebanon Correctional Institution" (Donald DeBald). Some papers are preceded by abstracts, and the editor of the proceedings provides a short commentary on and summary of the conference. (KC)

ED 283 963 CE 047 622

Pritchard, Robert D.; And Others
Feedback, Goal Setting, and Incentives Effects on Organizational Productivity.
Houston Univ., Tex. Dept. of Psychology.
SPONS. AGENCY- Air Force Human Resources Lab., Brooks AFB, Tex. Manpower and Personnel Div.
REPORT NO.- AFHRL-TR-87-3
PUB DATE- Jun 87
NOTE- 112p.; For related documents, see CE 047 847-850. Interim Technical Paper for Period January 1984-November 1986.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; Efficiency; *Evaluation Criteria; *Feedback; Goal Orientation; *Incentives; Management by Objectives; Management Systems; *Military Personnel; Military Training; Motivation; *Motivation Techniques; Organizational Effectiveness; Organizational Objectives; Performance; Personnel Evaluation; Positive Reinforcement; *Productivity; Program Effectiveness; Success
IDENTIFIERS- Air Force; *Goal Setting

This technical paper is one of three produced by a large-scale effort aimed at implementing a new approach to measuring productivity, and using that approach to assess the impact of feedback, goal setting, and incentives on productivity. The productivity measurement system was developed for five units in the maintenance and supply areas at an Air Force base. The productivity measures derived from the system were used as the basis for formal feedback reports given to the units monthly for five months. After this, goal setting was added to the feedback for five months. Incumbents and supervisors of the five units jointly set goals each month. Finally, incentives were added to the feedback and goal setting. The results showed the approach to be a very effective method of productivity measurement and enhancement. Using the feedback produced by the system resulted in an average gain in productivity of 50 percent over baseline across the five units. When goal setting was added, the mean increase was 75 percent over baseline. When incentives were added to that, the mean increase was 76 percent over baseline. The positive effects lasted over time and continued after the departure of the research team. It was concluded that feedback increased productivity substantially, goal setting increased productivity further, and incentives did not add anything to this. The productivity measurement system and resulting feedback and goal setting systems show great promise for future Air Force use. (KC)

ED 283 976 CE 047 644

Davis, Michael J.
Rehabilitation Associate Training for Employed Staff. Introduction to Systematic Instruction (RA-1).
Ellsworth Community Coll., Iowa Falls, IA.; Wisconsin Univ.-Stout, Menomonie. Stout Vocational Rehabilitation Inst.
SPONS. AGENCY- Rehabilitation Services Administration (ED), Washington, DC.
PUB DATE- 82
NOTE- 58p.; For related documents, see CE 047 642-655.
GRANT- 44-P-81418/7-02
AVAILABLE FROM- Materials Development Center, Stout Vocational Rehabilitation Institute, University of Wisconsin-Stout, Menomonie, WI 54751.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Behavior Modification; Classroom Observation Techniques; *Counselor Training; Goal Orientation; Inservice Education; *Instructional Systems; Learning Activities; Learning Modules; Postsecondary Education; *Rehabilitation Counseling; *Systems Approach; Task Analysis; *Teaching Methods; *Vocational Rehabilitation
IDENTIFIERS- Goal Setting
This learning module, which is intended for use in in-service training for vocational rehabilitation counselors, presents a model for systematic instruction that can be used as the basis of a rehabilitation associate training program. The model emphasizes clear descriptions of goals, direct teaching of skills, and evaluation of progress on a regular basis. The following topics are discussed in the individual sections of the module: systematic instruction as a philosophy and a process; the components of systematic instruction (assessing skills, determining goals and objectives, performing a task analysis, choosing a behavior measure, measuring the baseline level, assessing the environment, establishing and writing an instructional procedure, implementing the procedure, modifying the program, establishing maintenance and generalizing programs, and communicating the results); procedures for setting long- and short-range goals and objectives; principles of behavior; and our influence on others. A list of recommended readings and three self-tests are also provided. (MN)

ED 283 991 CE 047 687

Diaz, Rony V.
Promotion and Implementation of TCDC by APSDEP.
PUB DATE- May 87
NOTE- 6p.; Paper presented at the Regional Workshop on Technical Teacher Training (Chiba City, Japan, May 11-22, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Consultation Programs; Cooperative Planning; *Developing Nations; Educational Cooperation; Foreign Countries; Information Networks; Information Transfer; Linking Agents; Postsecondary Education; *Regional Cooperation; *Regional Planning; Secondary Education; Shared Resources and Services; *Technical Assistance; *Vocational Education
IDENTIFIERS- *Asia (Southeast); *Pacific Islands

The concept of technical cooperation among developing countries (TCDC) was adopted by the Asian and Pacific Skill Development Programme (APSDEP) to accomplish the following: (1) to provide a way for developing countries to share their resources and experience with one another in order to increase and improve development assistance; (2) to serve as a means of exploring the possibilities or advantages of regional and inter-regional development; and (3) to serve as an alternative for the formulation and implementation of the governments' development policies, programs, and projects. TCDC was introduced into the United Nations system by its General Assembly in 1972. The concept received further recognition and support at international conferences held in 1978 and 1983, and in 1984 the APSDEP endorsed the policy of using national funds to support countries' participation in TCDC. The APSDEP's TCDC activities are implemented according to a rolling six-year plan that includes the work programs of its lead institutions in five countries in the Southeast Asia-Pacific region. These activities fall into the broad categories of research and development, group or individual training, consultation services, and information exchange. Networking is another TCDC mode that can address a wide range of problems, and two of the APSDEP's lead institutions are devoted to trainer training. APSDEP acts as a clearinghouse and linking agent between sending and receiving countries. (MN)

ED 284 005 CE 047 717

Flynn, Patricia M.
Vocational Education and Economic Development: The Need for Balance.
PUB DATE- Sep 86
NOTE- 36p.; Paper presented at the Design Conference for the National Assessment of Vocational Education (Washington, DC, September 11-12, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; Business Cycles; Case Studies; *Economic Development; *Educational Research; Job Training; *Research Methodology; *Role of Education; *Technological Advancement; *Vocational Education

This paper discusses the economic development challenge to vocational education. It begins with an overview of the dynamic processes of technological change and industrial development and their implications for jobs and training. Several issues are then raised regarding planning, implementation, and evaluation of vocational education programs as they seek to facilitate state and local economic development. Four specific topics are addressed that highlight the importance of making critical distinctions between short-term and long-term economic development: (1) future skill surpluses, (2) customized training, (3) jobs in branch plants versus indigenous new firms, and (4) serving new skills at the expense of the old. Thereafter, the paper poses important research questions that should be addressed in the national assessment of vocational education. The 10 issues are categorized by three major areas: the responsiveness of vocational education to changing labor market needs, balancing short-term and longer-term development objectives, and vocational education and the education and training network. The final section comments on a case study research approach to generate answers to these questions. A six-page reference list concludes the document. (YLB)

ED 284 019 CE 047 827

Supported Employment. Implications for Rehabilitation Services. Report from the Study Group. Institute on Rehabilitation Issues (12th, Louisville, Kentucky, October 1985).
Arkansas Univ., Hot Springs. Arkansas Rehabilitation Research and Training Center.
SPONS. AGENCY- National Inst. of Handicapped Research (ED), Washington, DC.
PUB DATE- Oct 85
NOTE- 98p.
GRANT- G0083C0010/05
AVAILABLE FROM- Arkansas Research and Training Center in Vocational Rehabilitation, Publications Department, P.O. Box 1358, Hot Springs, AR 71902 (Order No. 07-1364--$6.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Agency Cooperation; Community Coordination; *Counselor Training; Definitions; *Employment Programs; Employment Services; Federal Legislation; Financial Support; Integrated Activities; Postsecondary Education; Program Administration; Program Development; *Rehabilitation Programs; *Severe Disabilities; *Staff Development; *Vocational Rehabilitation
IDENTIFIERS- *Supported Work Programs

This manual is intended as a basic introduction to supported employment programs for rehabilitation agencies. It presents guidelines for developing training programs for rehabilitation personnel and others interested in emerging supported employment programs, addresses administrative issues and concerns about supported employment, and identifies resources that may be used by staff development personnel and other rehabilitation trainers to increase the impact of supported employment programs. The following topics are covered: the philosophical base for supported employment; the historical and legislative background of supported employment, the meaning of the term "supported employment" (the job coach/employment support, enclave, and entrepreneurial models); definition of quality parameters within supported employment (core and quality features); definition of a program's target population; procedures for preparing a community for supported employment; incorporation of supported employment into a community (gaps in services, the role of rehabilitation facilities, funding impediments, disincentives for rehabilitation facilities and workshops, employer disincentives, and problems of interagency coordination); funding options for supported employment; and utilization of the manual. A seven-page bibliography and a list of the members of the total study are appended. (MN)

ED 284 033 CE 047 852

Accounting 10-20-30. Senior High School Teacher Resource Manual.
Alberta Dept. of Education, Edmonton. Curriculum Branch.
PUB DATE- 87
NOTE- 89p.; For related manuals, see CE 047 851-855.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Accounting; *Bookkeeping; Computer Oriented Programs; Course Descriptions; *Course Organization; Curriculum; Educational Planning; *Educational Resources; Foreign Countries; High Schools; *Learning Activities; Learning Modules; *Lesson Plans; Models; Student Evaluation; Teaching Methods; Units of Study
IDENTIFIERS- *Alberta

This manual is intended to help teachers meet the objectives of the 1985 Alberta, Canada, Accounting 10-20-30 curriculum. The manual is organized in nine sections. The first section introduces the curriculum and lists the course objectives, and the following section provides a flowchart of the accounting modules. Information on planning the course, selecting modules for accounting, and student evaluation are provided in the next three sections. The sixth and seventh sections provide an introduction to teaching strategies and a sample daily lesson plan. Strategies for teaching the 13 modules of the course are presented in the eighth section, which makes up the bulk of the document. For each subtopic of the modules, suggestions are made for time, teaching methods, and evaluation. The 13 modules cover the following areas: basic accounting concepts, journalizing and posting, completing the accounting cycle, merchandise accounting, end-of-year adjustments and eight-column worksheets, optional accounting tasks, voucher system and end-of-year adjustments, departmentalized accounting tasks, partnership and corporation accounting, cost accounting, financial analysis, accounting simulation, and computerized accounting. A list of suggested learning resources comprises the final section of the manual. (KC)

ED 284 047 CE 047 874

Curriculum for Training Job Placement Personnel in Michigan.
Ferris State Coll., Big Rapids, MI. Center for Occupational Education.
SPONS. AGENCY- Michigan State Dept. of Education, Lansing. Vocational-Technical Education Service.
PUB DATE- Oct 86
NOTE- 77p.; For a related document, see CE 047 873.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Behavioral Objectives; Career Education; *Career Guidance; Coordinators; *Counselor Training; *Employment Counselors; Higher Education; *Inservice Education; *Job Placement; Job Skills; Learning Modules; *Professional Development; School Counselors; Vocational Education

A study was conducted to determine what job placement specialists need, as professionals, to be better equipped to serve the employment-seeking population. Survey information was gathered from four sets of sources: job placement personnel; business and industry; a nationwide survey of programs; organizations, training, and curriculum existing in other states; and a statewide search of four-year public postsecondary institutions. Overall, the responses demonstrated a need and provided a strong basis for the development of a job placement training program. (Following the narrative, which also includes data tables and comments, are the objectives for the six training modules that are the basis of a recommended curriculum. Information on preservice and inservice training is accompanied by copies of a proposed preservice college curriculum and a two-day inservice training program for job placement personnel. Appendixes contain instruments, definitions, a list of job placement tasks, and a sample job description.) (YLB)

ED 284 062 CE 047 901

Weber, James M.
Strengthening Vocational Education's Role in Decreasing the Dropout Rate. Research and Development Series No. 267.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 87
NOTE- 36p.; For a related study, see ED 264 444.
GRANT- G008620030
AVAILABLE FROM- National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. RD267--$4.75).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Change Strategies; Comparative Analysis; Dropout Characteristics; *Dropout Prevention; *Dropout Rate; Dropout Research; Nontraditional Education; *Program Improvement; *School Role; Secondary Education; Student Characteristics; Student Placement; Student Recruitment; *Vocational Education

A study examined the relationship between students' vocational and nonvocational experiences while in high school and their decision to drop out. The study was based on data from the sophomore cohort of the High School and Beyond database (a longitudinal, nationally representative sample of approximately 27,000 students who were sophomores in 1980 and seniors in 1982) and information obtained from interviews with representatives of nine dropout prevention programs that were identified as exemplary by their respective state departments of education. It was concluded that dropout prevention programs should have a committed staff, use a variety of integrated strategies, be individualized in a nontraditional environment, share a strong vocational job-related emphasis, and have a strong counseling component. They should also have an early warning and follow through system to be able to identify potential dropouts and ensure that they remain in school. Care must be taken to expend resources on those students who would actually become dropouts if no intervention were to occur. The school environment should be kept as free as possible of absenteeism, robbery, and substance abuse; however, excessive preoccupation with such concerns is commonly associated with high dropout rates. Dropout-prone students need extensive career exploration experiences and should be encouraged to participate in vocational programs in a meaningful way. Parents should be better informed about vocational offerings, and existing rules governing entry into vocational education should be reviewed and evaluated on an individual basis. It is especially important that work study programs have logical or operational ties with students' overall goals. (MN)

ED 284 075 CE 047 918

Lewis, Morgan V.; And Others
Vocational Education-Job Training Partnership Act Coordination. First Annual Report.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 87
NOTE- 147p.
GRANT- G008620030
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cooperative Planning; Cooperative Programs; *Coordination; Educational Cooperation; Educational Legislation; Educational Policy; *Federal Legislation; Job Training; Policy Formation; Postsecondary Education; Public Policy; *School Business Relationship; *Vocational Education
IDENTIFIERS- *Carl D Perkins Vocational Education Act 1984; *Job Training Partnership Act 1982
A study examined the extent of joint planning and coordination between vocational education and private sector Job Training Partnership Act (JTPA) programs during 1986. Data were collected from the following sources: mail surveys of staff in the state agencies responsible for administering the Carl D. Perkins Vocational Education Act and JTPA (72 percent response), telephone interviews with the directors of these agencies (99 percent response) and with the chairpersons of the councils established by the acts (90 percent response), and site visits to 9 states and 26 service delivery areas. The overall conclusion is that although many JTPA program clients are receiving instruction in public vocational education programs, such instruction is not the result of joint planning. Rather, JTPA officials decide the kinds of training to be provided, and public vocational education institutions are often selected to provide the training. The exception is programs funded under the JTPA 8 percent set-aside. Joint planning in the development of these particular arrangements is the rule rather than the exception because the legislation

governing the programs requires cooperative agreements. Federal, state, and local policymakers appear to have several options that could foster increased cooperation between vocational education and JTPA. (Appendixes include 20 supplemental tables and summary information on programs that responded to requests for information on successful coordination.) (MN)

ED 284 089 CG 020 022

Oversight Hearing on the Missing Children's Assistance Act. Hearing before the Subcommittee on Human Resources of the Committee on Education and Labor. House of Representatives, Ninety-Ninth Congress, Second Session.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- 4 Aug 87

NOTE- 394p.; Serial No. 99-151. Portions of document contain small and/or faint print.

AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

LANGUAGE- English

EDRS Price - MF01/PC16 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Adolescents; *Children; Child Welfare; *Federal Legislation; Hearings; *Needs Assessment; *Program Effectiveness; *Program Implementation; Runaways

IDENTIFIERS- Congress 99th; *Kidnapping; *Missing Childrens Assistance Act 1984

This document contains testimonies and prepared statements from the Congressional oversight hearing called to examine the implementation and operation of the Missing Children's Assistance Act of 1984. Opening statements are included by Representatives Dale Kildee and Thomas Tauke. Witnesses providing testimony include: (1) Verne Speirs and Michelle Easton, United States Office of Juvenile Justice and Delinquency Prevention; (2) Ellis Meredith and Jay Howell, National Center for Missing and Exploited Children; (3) Robbie Callaway, Boys Club of America; (4) Debbie Carlson, mother of a kidnapped and murdered child; (5) Steve Clark, National Association of Attorneys General; (6) Nikolette Thoman, Services for the Missing; (7) Gaylord Walker, National Association of Missing Children Organizations; (8) Ann Collins, American Missing Children's Foundation; (9) Doak Bloss, Missing Children Program, Michigan Network of Runaway and Youth Services; (10) William Treanor, American Youth Work Center; and (11) Jeremy Margolis, Illinois inspector general. Witnesses involved in missing children issues provided different perspectives on the Missing Children's Assistance Act, gave information on how well the Act has served the needs of missing and exploited children and their families, and made recommendations to improve operation of the Act. Prepared statements, letters, and supplemental materials are included. (NB)

ED 284 103 CG 020 036

Anderson, Fay B.
Increasing Parent Satisfaction of Children's Therapy through an Audio-Visual Investigation of Reactions to Children's Aggressive, Assertive or Passive Anger Responses.
PUB DATE- 87
NOTE- 134p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Aggression; *Anger; Assertiveness; *Children; Coping; Emotional Adjustment; Emotional Response; Family Problems; *Parent Attitudes; *Parenting Skills; Personality Problems; *Play Therapy; Psychotherapy; *Termination of Treatment
This document presents a practicum designed to address the problems encountered when a child in nondirective play therapy becomes able to express emotions and parents, unable to accept their child's new expressions of anger, withdraw the child from therapy at a time when he or she is most vulnerable. The development and implementation of a program to reduce the incidence of unexpected and premature withdrawal of children from individual therapy is described. A strategy is discussed in which parents: (1) listened to audiotapes of children reacting angrily in three different ways (passively, aggressively, assertively), followed by supportive/assertive parent-model responses; (2) rated how angry they would be if their child made such a response; and (3) volunteered to record child-anger occurrences at home. An evaluation of the program is discussed which showed that parents favored assertive child-anger responses over aggressive or passive ones, but that children who viewed videotapes of child models responding assertively to anger provocations felt unable to accept such behavior as their own. It is recommended that directive child training be offered in the presence of parents. The report concludes that, following the program, the incidence of children remaining in therapy beyond the period of vulnerability increased. Relevant program materials, including eight vignettes from the audiotape script in which children give assertive responses, are appended. (Author/NB)

ED 284 117 CG 020 050

Nelson, Linda D.
Mood Induction and Beck's Theory of Depression: A Test of Major Hypotheses.
PUB DATE- Aug 86
NOTE- 17p.; Paper presented at the Annual Convention of the American Psychological Association (94th, Washington, DC, August 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Affective Measures; Change Strategies; *Cognitive Processes; *Depression (Psychology); *Patients; Personality Traits; *Psychiatric Hospitals
IDENTIFIERS- *Beck (A T); *Mood Induction
Beck's (1967) hypotheses concerning depression build upon notions that a depressed person's cognitions differ from those of nondepressed persons and that a relationship exists in which depressive cognitions assume primacy over mood. A study was conducted to test Beck's hypotheses and to examine the roles that cognition and mood play in depression. The experiment was a 2 x 4 design in which two groups (72 depressed psychiatric inpatients, 61 nondepressed psychiatric inpatients) and 4 conditions were combined factorially. The four conditions were Velten, a cognitive-based condition in which subjects read mood-elating self-referent statements; Comedy Film, a noncognitive condition in which subjects viewed a mood-inducing film; and two control conditions. Pre- and post-tests consisted of the Multiple Affect Adjective Checklist and the Dysfunctional Attitude Scale. The results revealed that dysfunctional attitudes or cognition of clinically depressed subjects differed significantly from those of nondepressed persons and that cognitions became increasingly dysfunctional as level of depression increased. When mood and cognition were both manipulated, cognitions of depressed subjects were modifiable. When mood alone was manipulated, mood changed and subjects became less depressed; no change in these subjects' cognitions was evident. These findings have implications for treatment. (NB)

ED 284 131 CG 020 064

A Decade of Child Support Enforcement 1975-1985. Volume I. Tenth Annual Report to Congress for the Period Ending September 30, 1985.
Office of Child Support Enforcement (DHHS), Washington, DC.
PUB DATE- Sep 85
NOTE- 21p.; For volume II, see CG 020 065.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Children; *Child Welfare; Compliance (Legal); Divorce; Federal Legislation; *Federal Programs; *Financial Support; *Law Enforcement; Legal Problems; *Parent Responsibility; State Action
IDENTIFIERS- *Child Support; *Child Support Enforcement Program

This document is the first volume of a two-volume set of reports on child support enforcement. Volume I contains information on the dimensions of the nonsupport problem in the United States, stressing that of the 8.7 million women who were caring for children in fatherless homes in 1983, only 58% had court orders or agreements to receive child support and that one-half of those mothers received only partial or no payment in spite of the agreements. The Child Support Enforcement program, established in 1975 as Part D of Title IV of the Social Security Act, is also described. Child Support Enforcement program goals are listed as: (1) ensuring that children are supported by their parents; (2) fostering family responsibility; and (3) reducing the costs of welfare to taxpayers. The enactment of the Child Support Enforcement Amendments of 1984 is discussed and the amendments' key provisions are highlighted in graphic form in the areas of mandated program techniques, federal income tax refund offset, research and demonstration, program improvements, and audit. Progress in child support enforcement from 1975 through 1985 is summarized and current initiatives of the Office of Child Support Enforcement are discussed which include state compliance with the Child Support Enforcement Amendments of 1984, private sector involvement, interstate enforcement, state child support enforcement automated systems, and a public awareness campaign. (NB)

ED 284 145 CG 020 078

Schneider, Barbara Ann Deborah Conway
Married Women, Employment Status, and Stress: A Critical Review and Agenda for the Future.
PUB DATE- May 87
NOTE- 54p.; Research paper for Doctor of Psychology degree, Biola University, California.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Anxiety; *Congruence (Psychology); *Employed Women; *Females; *Homemakers; Individual Differences; Job Satisfaction; Marital Satisfaction; *Marriage; Research Needs; *Stress Variables; Well Being

Research has compared employed and non-employed women in the areas of depression, reported psychological problems, alienation, role conflict, marital problems, life satisfaction, job satisfaction, and anxiety. A review of this research generally revealed no differences between employed and non-employed women. Those studies which reported differences tended to show that employed women experienced less psychological stress than did non-employed women. The prediction that employment would be disabilitating was not substantiated by the research reviewed. While there were no main effects, congruence emerged as a key factor which moderated stress. Personal desire, societal norms, and husband's preference about a woman's employment status have been studied to determine if they combined with actual employment status to affect stress. Although the research is relatively limited, it appears that a conflict in one of these areas may produce higher levels of psychological stress. The research studies reviewed differed from one another in several ways: types of groups of women studied; definition of employment status; measures used; variety of dependent variables; and underlying assumptions. The entire area of investigation would be more cohesive and definitive if replication studies were performed on some of the more significant research. (Author/NB)

ED 284 159 CG 020 092

Kurpius, DeWayne J.; Morran, D. Keith
The Relationship of Counselor Internal Dialogue to Level of Behavioral Performance.
PUB DATE- 20 Apr 87
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Style; Counseling Effectiveness; Counselor Characteristics; *Counselor Evaluation; *Counselor Performance; *Counselors; Counselor Training; Self Evaluation (Individuals)
IDENTIFIERS- *Self Talk

Some researchers are beginning to explore counselor training from a cognitive-behavioral perspective. It has been suggested that a counselor's covert self-talk directly influences subsequent behavior, and that more effective self-talk should result in more effective behavior. A study was conducted to measure global aspects of counselor cognition and to analyze self-talk statements. Counselors (N=40) were randomly assigned to counsel one of four female coached clients who presented actual personal growth concerns. Counselors completed a demographic questionnaire and participated in a 25-minute counseling session which was videotaped. Following the session, counselors completed an instrument measuring levels of task facilitative and task distractive self-talk. Counselors viewed five 2-minute segments of their taped sessions, completed a thought list exercise, and wrote a clinical hypothesis about the client. Coached clients completed counselor evaluation forms. Trained raters reviewed tapes, read hypotheses and thought-lists, and rated counselor effectiveness. The results revealed a positive relationship between raters' evaluations of high clinical hypothesis scores and high performance ratings. A similar relationship between hypothesis scores and performance levels was found for client satisfaction ratings. High performing counselors reported more self-instruction and fewer thoughts of negative self-talk than did low performing counselors.

(NB)

ED 284 172 CS 008 851

Manis, Franklin R.
Four Patterns of Word-Level Reading Difficulty in Dyslexic Children.
SPONS. AGENCY- National Inst. of Child Health and Human Development (NIH), Bethesda, Md.
PUB DATE- Apr 87
NOTE- 23p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).
GRANT- HD-20231
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Processes; *Decoding (Reading); *Dyslexia; Elementary Secondary Education; Grouping (Instructional Purposes); Objective Tests; Reaction Time; Reading Ability; *Reading Difficulties; *Reading Failure; *Reading Processes; Reading Research; Timed Tests; *Visual Learning; Word Recognition
IDENTIFIERS- *Lexical Access

Although evidence is accumulating that the major reading difficulty dyslexics experience involves decoding and recognizing printed words, it is not clear that all dyslexics read poorly for the same reasons. A study investigated dyslexic children between 7 and 14 years of age to see if their reading errors and patterns of performance would enable them to be classified into subgroups. Forty-nine dyslexic children in grades 2 to 8 completed reaction time tasks which tested visual matching, sound and category matching, and word recognition. As control, a group of 58 normal readers in grades 1 to 8 also completed the tasks. Results grouped the dyslexic children into four types of severe reading deficiency: (1) decoding, (2) lexical access, (3) both decoding and lexical access, and (4) visual processing. A second study tested whether the subgroups showed deficits on non-reading tasks that would relate systematically to their area of reading difficulty. Subjects were 46 dyslexics and a comparable group of non-dyslexics who attempted tasks in rhyming, category matching, sound deletion, nonsense word decoding, picture matching, and picture copying. Most dyslexics in all four subgroups had difficulty with decoding nonsense words and sound deletion tasks; no group had difficulty with picture naming; the decoding group was deficient in rhyming; the lexical deficit group was deficient in category matching; the multiple deficits group had trouble with rhyming and category matching; and the visual deficits had difficulty with picture copying. While the study suggests that it may be fruitful to subdivide dyslexics based on area of difficulty, the results also show that dyslexics have certain characteristics in common. Possibly, dyslexics do not stay statically in one category, but change through time from the combined group to exhibiting a single deficit. (SKC)

ED 284 186 CS 008 879

Hoxmeier, Kelly A.
Questioning Techniques for Teachers: Teaching Reading, Thinking, and Listening Skills.
PUB DATE- Oct 86
NOTE- 14p.; Paper presented at the Annual Meeting of the North Central Reading Association (29th, South Bend, IN, October 23-25, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Communication; Cognitive Processes; Educational Research; Elementary Secondary Education; Higher Education; Modeling (Psychology); *Questioning Techniques; Teacher Role; *Teacher Student Relationship; *Teaching Methods
IDENTIFIERS- *Questions; *Question Types

Stressing that teachers must consider not only the quality and amount of content in their questions, but must also consider the levels and types of questions being asked, as well as design appropriate modeling, cueing, and responding strategies, this document outlines current research on questioning techniques for classroom use. The role of questions in education is addressed first, with emphasis on their role in helping students learn to independently ask their own questions. Next, the document examines levels of questions, ranging from those which seek the lowest level of information (knowledge questions) to the highest (evaluation questions), and provides examples of each level, noting that research shows the level of student responses is directly related to the level of the teacher's questions. Then the paper focuses on types of questions teachers tend to ask, and reveals that of the most common nine types of questions teachers model for students, students respond with only two types--clarification and monitoring questions. How to model questions successfully for students is explained next, followed by a discussion of teaching students to read and listen for question cues in texts, and hints for appropriately responding to student questions. The final part of the document deals with waiting for answers, and recommends that teachers consciously wait at least ten seconds for student response. An appendix provides examples of teacher-specific types of questions. (SKC)

ED 284 200 CS 008 902

Groff, Patrick
Preventing Reading Failure: An Examination of the Myths of Reading Instruction.
Educational Research Associates, Portland, OR.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- ISBN-0-89420-252-9
PUB DATE- 87
NOTE- 225p.; This document is the final edited version of "Myths of Reading Instruction" (ED 254 831), with a change of title.
CONTRACT- NIE-P-0005
AVAILABLE FROM- National Book Company, 333 Southwest Park Ave., Portland, OR 97205-3784 ($15.95; 20% discount for 6 or more copies).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Style; *Decoding (Reading); Educational Change; Educational History; *Educational Principles; Elementary Education; Instructional Effectiveness; Miscue Analysis; Oral Reading; Phoneme Grapheme Correspondence; *Phonics; Reading Comprehension; Reading Diagnosis; Reading Difficulties; *Reading Instruction; Reading Processes; *Reading Research; Sight Method; Teaching Methods; Word Recognition

Intended for reading teachers and teacher educators, this book provides an analysis of 12 fallacious beliefs thought to be responsible for the perpetuation of ineffective and inappropriate approaches to reading instruction. The introduction looks at the dangers of the myths that underlie reading instruction, discusses how the myths arise out of an apparently historical opposition to phonics instruction, and touches on the goals of the book. The next 12 chapters examine the myths (and research refuting them) which are as follows: (1) phonics hinders comprehension, (2) unpredictable spelling invalidates phonics, (3) reading is based on "sight words," (4) reading is best taught in sentences, (5) oral language test scores equal reading readiness, (6) word length makes no difference, (7) instruction should match students' preferred learning modalities (visual or aural orientation), (8) letter names are unimportant, (9) dictionary syllabication is needed, (10) reading tests should be replaced by oral reading miscue analysis (ORMA), (11) subvocalization is bad, and (12) oral reading is dangerous. The next chapter discusses why the myths of reading instruction prevail, citing such factors as publishers and writers of basal readers; prejudice and lack of knowledge about phonics, opposition to phonics from teachers' organizations, and the underuse of research findings. The last chapter argues that the compulsion to dispel the myths must come from forces the reading establishment opposes: a national commission on literacy, merit pay for teachers, an educational voucher system, and private sector training of teachers. A 16-page bibliography concludes the document. (HTH)

ED 284 213 CS 210 522

England, Bill; And Others
Cigarette Advertising: My, How You've Changed!
PUB DATE- Aug 87
NOTE- 27p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (70th, San Antonio, TX, August 1-4, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Advertising; Content Analysis; Federal Regulation; Media Research; *Periodicals; *Persuasive Discourse; Public Opinion; *Smoking
IDENTIFIERS- *Advertisements; Media History
A study examined the changes that have occurred in the content of cigarette advertising in magazines from 1945 to 1985 in the context of changes in the product itself, in advertising science, and in government regulation. Specifically, the study examined how advertisements had changed in terms of format, brand segmentation, major sales point or theme, and content. Cigarette advertisements appearing in 18 different magazines from 1945, 1955, 1965, 1972 and 1985 were coded, for a total of 352 ads from a variety of magazine formats: news, feature, men's, women's, sports, and popular culture. The results indicated that advertisements have changed a great deal in these four areas. Current ads run the gamut from a stress on product attributes to an emphasis on lifestyle and image-related themes. Ads have moved toward the full-page four-color pictorial with a people-dominant message. The most significant change has been a steady reduction in the copy block as advertisers have turned toward less copy-intensive image appeals. Brand segmentation based on length, filter, menthol and packaging has also increased. The taste/flavor appeal has shifted to an image appeal portrayed as part of enjoying a social situation or lifestyle. "Men doing things" has been the dominant category of content, even in ads in women's magazines. Ads showing both men and women have become more frequent, while those showing product usage have decreased in frequency. (Tables of data and notes are included, and the content analysis score sheet is appended.) (HTH)

ED 284 227 CS 210 598

Sparks, Mary Kahl
The Ratio of Men to Women on Selected College Newspaper Staffs in Five Southwestern States.
PUB DATE- Aug 87
NOTE- 16p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (70th, San Antonio, TX, August 1-4, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Campuses; *College Environment; Editors; Faculty Advisers; Females; Higher Education; *Journalism Education; Newspapers; *School Newspapers; *Sex Bias; Sex Discrimination; *Student Publications
IDENTIFIERS- Journalism Research
Given that for the past eight years women have constituted the majority of students enrolled in college journalism programs, a study investigated whether women hold the majority of staff and management positions on campus newspapers. Twenty-one schools in five southern and southwestern states were surveyed in 1986 about information concerning campus staffs during the fall of 1985. Results showed that, while women made up 63.2% of the news-editorial majors at the colleges surveyed, they made up only 44% of the editorial staff of the campus newspapers. However, women fared better as top editors on the campus staffs than in any other position examined--10 of the 21 top editors were female. Forty percent of the other editors were female and 45.6% of the reporters were female. Of the 18 schools with faculty advisers, only two advisers were female. Results also showed that women did better at the seven schools where work on the campus newspaper was required for a journalism degree. Findings suggest that college women are more successful than their professional counterparts in newspaper management--the 40% of the college women in management is certainly higher than the 10% of "directing editors" reported by the American Society of Newspaper Editors. (Footnotes are appended.) (NKA)

ED 284 240 CS 210 656

Shoemaker, Pamela J.; Mayfield, Elizabeth Kay
Building a Theory of News Content: A Synthesis of Current Approaches. Journalism Monographs Number 103.
Association for Education in Journalism and Mass Communication.
PUB DATE- Jun 87
NOTE- 44p.
AVAILABLE FROM- Association for Education in Journalism and Mass Communication, College of Journalism, University of South Carolina, Columbia, SC 29208 ($5.00, single issue).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Content Analysis; Cultural Influences; Financial Support; Ideology; *Media Research; Social Influences; *Theories
IDENTIFIERS- Media Bias; *News Content

Intended to aid theory building in the study of influences on news content, this paper examines how five basic theoretical approaches to studying news content can be integrated into J. Herbert Altschull's assertion that mass media content reflects the ideology of those who finance the media. The paper notes that Altschull's theory accounts for the between-nation effects predicted by broad-scale sociological theories such as hegemony or the mass manipulative model, and shows that the theory also can explain the null effects which may result from studies looking for hegemonic effects. The first major section of the paper shows how the existing literature on media content can be analyzed according to five hierarchical levels of analysis related to Altschull's economic theory: (1) content accurately reflects social reality, (2) content is a function of media routines, (3) content is influenced by journalists' socialization and attitudes, (4) content results from social and institutional forces working on it, and (5) content is a function of ideological positions and a tool of the status quo. The second section outlines assumptions and theoretical statements resulting from this synthesis on the influence of funding source on content and other variables. The concluding section suggests that researchers integrate the five theoretical approaches into an economic model that explains media content as the product of a more complex set of ideological forces held by those who fund the media. (Six pages of notes are included.) (HTH)

ED 284 254 CS 210 693

Barnhurst, Kevin G.
The Knowing Eye: An Applied Arts Approach to Visual Knowledge.
PUB DATE- Aug 87
NOTE- 14p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (70th, San Antonio, TX, August 1-4, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Aesthetic Education; Computer Assisted Instruction; Computer Graphics; Higher Education; Mass Media; Nonverbal Communication; Semiotics; *Teaching Methods; *Visual Arts; Visual Discrimination; *Visual Learning; *Visual Literacy

Since visual knowledge of the specialties within graphics and photography is difficult to pinpoint because it is nonverbal and intuitive, graphics educators fall back on teaching technical expertise--the procedures and equipment used for newspapers, magazines, and television stations. For centuries visual knowledge was the realm of the unlettered, the communication system for the ignorant, and only in the modern era has meaning been found for the term "visual literacy." By 1920, Roger Fry had proposed that all art could be seen as essentially an arrangement of shapes, lines, and colors--a concept that formed the basis for formalist criticism, now pervasive in the thought and teaching of almost all things visual. While a visual language was emerging in art, the older definition (art as storytelling) persisted in the popular mind and was adopted in the early seventies by the "visual literacy" movement in education. However, reading pictures is not exactly like reading language. The definition of visual literacy might include recognition of the value of visual experience. Instead of seeing only symbols and their hidden meanings, the adult eye might be trained to see their textures and patterns and to know enough of the formal elements to interpret ordinary visual images. Higher forms of visual literacy might include the principles of design, such as unity and proportion, derived from classical theories of aesthetics. Graphics instructors sometimes confuse technical computer skills with real visual knowledge, but intuitive aspects of visual knowledge could be explored in the computerized studio. This applied arts approach draws on theoretical developments of art and on the applied nature of professional and technical education. (Footnotes and references are appended.) (NKA)

ED 284 267 CS 210 712

Calkins, Lucy McCormick; And Others
The Writing Project.
Columbia Univ., New York, N.Y. Teachers College.; New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.
REPORT NO.- ISBN-88315-829-9
PUB DATE- 86
NOTE- 48p.; Photographs may not reproduce well.
AVAILABLE FROM- New York City Board of Education, Division of Curriculum and Instruction, 131 Livingston St., Room 613, Brooklyn, NY 11201 ($6.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Curriculum Development; Elementary Secondary Education; *English Curriculum; *Inservice Teacher Education; Parent Teacher Cooperation; Principals; *Staff Development; Teacher Administrator Relationship; Teacher Role; Teaching Guides; *Teaching Methods; *Writing Instruction
IDENTIFIERS- Columbia University NY Teachers College; *Teachers College Writing Project; Writing Groups; Writing Workshops
Ways of implementing a classroom-based staff development Writing Project, based on a model developed at the Teachers College, Columbia University (New York), are described in this guide. The first section deals with beginning the project in a school and covers what the Writing Project is, where it is located, what staff development entails, who can participate, and what participants must do. In the second section, essential ideas on teaching writing are discussed, such as investment in writing, teaching the writing process, and structuring the writing process. Methods of staff development are the focus of the third section, which deals with the launch and other demonstration-lessons, beginning the workshop in a specific class, classroom coaching and collaboration, suggestions for when it seems the workshop is not succeeding, and the second year and beyond. Suggestions for how principals can support participating teachers and teacher-trainers are presented in the fourth section, while the fifth section is concerned with

ways to learn about teaching writing, including (1) the project office, (2) the summer institute, (3) Saturday sessions, (4) visiting days, (5) workshops, (6) teacher-as-researcher project, (7) writing groups and courses, (8) coordinator meetings, (9) parent literacy project, (10) videotapes of the writing classrooms, (11) leadership groups, (12) network meetings, and (13) project newsletters. An annotated list of selected readings concludes the guide. (SKC)

ED 284 281 CS 210 730

Norton, Jeanne M.; Sanders, Luther W.
The Ferraro Financial Furor: How the Television Networks Covered It.
PUB DATE- Aug 87
NOTE- 29p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (70th, San Antonio, TX, August 1-4, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bias; Information Sources; *News Media; *News Reporting; Political Attitudes; *Political Campaigns; Presidential Campaigns (United States); Press Opinion; *Television; Television Research; United States History
IDENTIFIERS- *Ferraro (Geraldine); Media Role; News Bias; News Sources; *Television Networks
A study compared the three major American television networks' early evening newscast coverage of 1984 vice-presidential candidate Geraldine Ferraro's financial status, specifically examining the emphasis placed on the story and seeking to determine whether coverage was objective or biased. Early evening network newscasts (excluding weekends) for August 13 through August 22, 1984, were examined for stories relevant to the Ferraro financial turmoil, and then randomly assigned for coding. Results indicated that ABC, CBS, and NBC all emphasized the story by placement and amount of coverage. The Ferraro controversy ranked high in the 24 newscasts studied, with CBS running the story higher in the newscasts and running longer items about Ferraro than the other networks. However, results also indicated that ABC led in emphasis as measured by total number of Ferraro stories, percentage of news stories devoted to Ferraro, and amount of time and percentage of its news hole devoted to her. In fact, ABC devoted 56% more time to Ferraro than did any other network. Findings showed that although more than half of the relevant assertions were made by reporters without attribution of other sources, this did not reflect bias. Most of the reporter-as-source relevant assertions were neutral. Statistical analysis showed that CBS represented a perfect balance, while NBC and ABC were slightly biased in favor of the candidate.

(Thirty-three footnotes and five tables of data are appended.) (NKA)

ED 284 294 CS 210 747

Davis, Barbara Gross; And Others
The Evaluation of Composition Instruction. Second Edition.
REPORT NO.- ISBN-0-8077-2850-0
PUB DATE- 87
NOTE- 231p.; For first edition, see ED 257 100.
AVAILABLE FROM- Teachers College Press, Teachers College, Columbia University, 1234 Amsterdam Ave., New York, NY 10027 ($23.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Case Studies; Course Evaluation; *Evaluation Methods; Evaluation Utilization; Formative Evaluation; Freshman Composition; Holistic Evaluation; Instructional Material Evaluation; Program Budgeting; Program Costs; Program Development; *Program Evaluation; Staff Development; Student Attitudes; *Student Evaluation; Summative Evaluation; Teacher Administrator Relationship; Teacher Attitudes; Teacher Education; *Teacher Evaluation; Teacher Student Relationship; Theory Practice Relationship; *Writing Evaluation; *Writing Instruction; Writing Research
IDENTIFIERS- Writing Attitudes

To address the need for information on techniques and theory on the evaluation of composition instruction, this book has been revised to incorporate the most recent thinking on the topic. It begins with suggestions for how readers of different backgrounds can make best use of the book, followed by an introduction. The first chapter deals with basic evaluation concepts, and contains 12 subsections explaining the different types of evaluation, their phases, and implementation. The second chapter covers issues in composition instruction, ways of describing composition instruction, and professional development activities. Aspects of evaluation are described in the third chapter, with 11 subsections on topics such as (1) student writing performance, beliefs, attitudes, and other student indicators; (2) the process of teaching writing; (3) teacher attitudes and beliefs about writing, professional activities, and leadership roles; (4) training activities; and (5) program adminstration, costs, side effects and replications. The fourth chapter is concerned with assembling evaluation components, and consists of vignettes and a case study for evaluating a writing program. The reference section includes a select bibliography related to evaluation of composition instruction, case studies of writing project evaluations and local writing assessments, technical reports of the Bay Area Writing Project, and instruments for evaluating composition instruction. A glossary and appendix conclude the volume. (SKC)

ED 284 307 CS 505 637

Cuthbert, Marlene
Recording Artists in Jamaica: Victims of the System.
PUB DATE- 87
NOTE- 12p.; Paper presented at the Annual Conference of the Union for Democratic Communication (3rd, Los Angeles, CA, February 27-March 1, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Audiodisks; *Copyrights; Ethics; Foreign Countries; International Law; *Mass Media; *Musicians; Popular Culture
IDENTIFIERS- Contract Law; Exploitation; *Jamaica; Recording Industry; *Reggae
Despite the international success of reggae music, a survey of Jamaican recording artists revealed disillusionment, anger and frustration with the national recording industry. Various artists identified a lack of professional ethics and discipline, and above all, lack of an updated copyright law as being at the root of the problem. Since Jamaica belongs to no international copyright convention, Jamaican works are usually not protected in other countries. Paul Davidson, a singer/composer, instrumentalist, and audio engineer, recorded a song that was a European hit, but the royalties went to his producer with whom he had no formal contract--a common practice in Jamaica. Susan Cadogan had recorded an album popular in Britain and South Africa, but because her original production company sold the rights to her record to another company, and because of a subsequent legal dispute, the only royalties Susan has collected have been for air play in Britain. Vincent Morgan, who has been playing with various groups for 16 years, finds it necessary to play music for tourists to survive. He has made records, but in every case the royalties have gone the producers or the owners of the recording studio. These cases and others like them show that change is long overdue in a system that discourages talent and kills the spirit of artists who have proved their worth in the international market. (NKA)

ED 283 936 CE 046 859

Inkster, Robert P., Comp.
Adult Education Research Conference Proceedings (28th, Laramie, Wyoming, May 21-23, 1987).
Wyoming Univ., Laramie.
PUB DATE- May 87
NOTE- 306p.
AVAILABLE FROM- University of Wyoming Conferences and Institutes, P.O. Box 3972, University Station, Laramie, WY 82071 ($15.00 plus $2.25 shipping and handling).
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Persistence; Adult Basic Education; *Adult Education; *Adult Learning; Conference Proceedings; Continuing Education; Data Analysis; Developed Nations; *Educational Research; Females; Foreign Countries; Higher Education; Lifelong Learning; Middle Aged Adults; Older Adults; Participation; Pregnancy; Professional Continuing Education; *Research Methodology; Retraining; *Teaching Methods; Unemployment; Volunteers; *Womens Education

Selected authors and titles include: "Radical Adult Education" (Armstrong); "Learning Liberation: A Comparative Analysis of Feminist Consciousness Raising and Freire's Conscientization Method" (Butterwick); "The Aging Worker's Potential and Training Practices" (Chene); "The Interaction of Teaching Style and Learning Style on Traditional and Nontraditional Learners" (Conti); "Everett Dean Martin" (Day); "Adult Learning in Volunteer Settings" (Fiset); "Anomia and Life Satisfaction as a Basis for Understanding Participation in Education-Related Activities by Older Adults" (Fisher); "An Analysis of Research Contributions to the Adult Basic Education Literature 1976-1986" (Fisher); "Professionalization and Professional Certification" (Gilley); "Generativity in Middle Adulthood" (Hardin); "The Elegant Arts amid the Coarser Plants of Daily Necessity: A Retrospective View of a Women's Study Club 1885-1957" (Hugo); "A Citation Analysis of 'Adult Education Quarterly'" (Kavanagh); "The Use of a Delphi Technique in the Forecasting of Adult Learner Trends in Higher Education" (Lambert); "Locus of Control and Values of Adult Learners in Schools of Dentistry, Business, and Education" (Londoner); "Youthful High School Noncompleters" (Martin); "Retraining after Job Loss as a Function of Life Stage" (Merriam); "The University's Role in Continuing Professional Education in the United Kingdom and North America" (Moser); "Mirrors and Mentors: Adult Educators and Learners in Canadian Fiction" (Munro); "The University of Wyoming's Role in the Historical Development of Adult Education in Wyoming, 1886-1918" (Nel); "The Effect of Educational Strategies on Employees' Health" (Ostwald); "Lindeman, Knowles, and American Individualism" (Podeschi); "The Resisters: An Analysis of Non-Participation in Adult Basic Education" (Quigley); "'The Workers Are Finding a Voice': Empowerment among the Unemployed in the Great Depression" (Schulman); "Yellowstone National Park and the Education of Adults" (Sharp); "An Analysis of the Cognitive Profiles of Selected University Adult Students" (Sisco); "The Classroom Learning Scale: A Criterion Measure of the Oddi Continuing Learning Inventory" (Six); "Learning Patterns of Pregnant Women" (Strychar); "Mentoring and Achievement Motivation as Predictors of Career Success" (Willbur); "Incidental Learning at Work" (Wiswell); "An Examination of Cognitive Restructuring in an Adult Continuing Education Workshop" (Young); "Mental Abilities Measurement and the Minority Adult" (Martinez); "Electronic Networking and the Adult Education Researcher" (Hiemstra); and "Selected Demographic Factors as Potential Indicators of Persistence of Adult Community College Students" (North). (YLB)

ED 283 964 CE 047 626

Carron, G., Ed.; Bordia, A., Ed.
Issues in Planning and Implementing National Literacy Programmes.
United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.
REPORT NO.- ISBN-92-803-1118-2
PUB DATE- 85
NOTE- 381p.; Papers presented at the Workshop on Planning and Implementing of Literacy and Post-Literacy Strategies (Madrid, Spain, December 14-21, 1982).
AVAILABLE FROM- International Institute for Educational Planning, 7-9 rue Eugene Delacroix, Paris, 75116 France.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Proceedings (021)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Citizen Participation; Community Involvement; Cooperative Planning; Coordination; *Developing Nations; Educational Resources; Foreign Countries; *Literacy Education; *National Programs; Postsecondary Education; Program Administration; *Program Development; Program Evaluation; Secondary Education; Volunteers
IDENTIFIERS- Asia (Southeast); Brazil; China; Ethiopia; India; Indonesia; Iraq; Kenya; Nepal; Nicaragua; Pacific Islands; Tanzania; Vietnam

The following papers were produced by participants and resource persons on specific issues of planning, management and implementation of literacy and post-literacy strategies: "People's Participation and Mobilization: Characteristics of the Literacy Campaigns in China" (Yanwei); "Strategies for Mobilization and Participation of Volunteers in Literacy and Post-Literacy Programmes: The Case of Nicaragua" (Grigsby); "Motivating the People to Participate in Literacy and Complementary Education Work in the Socialist Republic of Vietnam" (Niun); "Organizing a Mass Literacy Campaign: The Case of Iraq" (Sulyman); "Structures and Linkages for Involvement of Political Leadership in the Ethiopian Mass-Literacy Campaign" (Mammo); "Decentralization of Educational Administration for Literacy Programmes: The Case of Kenya" (Kebathi); "Programmes with Focus on Women's Involvement: The Case of India" (Dighe); "Language and Literacy: The Planning of Literacy Activities in Multilingual States" (Ryan); "Planning and Management of Post-Literacy Programmes" (Bordia); "Decentralization of Resource Structures for Literacy and Post-Literacy: The Case of Indonesia" (Napitupulu); "Innovative Methods in the Use of Mass Media: Utilizing Television for Functional Literacy" (Rafe-Uz-Zaman); "Training of Literacy Personnel: Experience of the Unesco Regional Office for Education in Asia and the Pacific" (Chiba); "Designing a System of Evaluation and Monitoring for Literacy and Post-Literacy Programmes" (Dave); "Learner Evaluation as an Instrument for Improving Qualitative Aspects of Literacy Programmes: The Case of the United Republic of Tanzania" (Lasway); "Impact of Parents' Literacy on School Enrollments and Retention of Children: The Case of Nepal" (Kasaju, Manandhar); "Planning Literacy and Post-Literacy Programmes for the Implementation of Basic Education: The Case of Brazil" (Moreira); "Co-ordination between School Education and Literacy and Post-Literacy Programmes" (Caillods, Carron); and "Integrating Literacy and Post-Literacy Activities and Basic Services" (Ahmed). A list of workshop participants and workshop agenda are appended. (MN)

ED 283 977 CE 047 645

Davis, Michael J.; Jensen, Mary
Rehabilitation Associate Training for Employed Staff. Task Analysis (RA-2).
Ellsworth Community Coll., Iowa Falls, IA.; Wisconsin Univ.-Stout, Menomonie. Stout Vocational Rehabilitation Inst.
SPONS. AGENCY- Rehabilitation Services Administration (ED), Washington, DC.
REPORT NO.- ISBN-0-916671-51-8
PUB DATE- 84
NOTE- 58p.; For related documents, see CE 047 642-655.
GRANT- 44-P-81418/7-02
AVAILABLE FROM- Materials Development Center, Stout Vocational Rehabilitation Institute, University of Wisconsin-Stout, Menomonie, WI 54751.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Counselor Training; *Disabilities; Inservice Education; Instructional Development; Learning Activities; Learning Modules; Postsecondary Education; *Rehabilitation Counseling; *Sequential Approach; *Task Analysis; Teaching Methods; *Vocational Rehabilitation
This learning module, which is intended for use in in-service training for vocational rehabilitation counselors, deals with writing a task analysis. Step-by-step guidelines are provided for breaking down a task into small teachable steps by analyzing the task in terms of the way in which it will be performed once learned (method), the steps to be taught in sequence (content), and the teaching method to be used (process). Guidelines are also presented for giving the proper amount of training and for redoing the task analysis process if material turns out to be too difficult or easy for an individual client. A brief history and rationale for task analysis are provided. Special emphasis is placed on the relevance of task analysis to vocational rehabilitation. Also provided are sample analyses of tasks performed by a single individual (handwashing, greeting, soldering, and baking a jiffy-mix cake), and a task involving more than one participant (playing catch). An annotated bibliography included in the module describes five commercially available task analyses. An appendix includes a sample analysis of the task of throwing a ball one-handed and over-hand that is complete with a task statement, statement of the method to be used, a list of the 13 steps required to perform the task, and a process breakdown (including format, feedback, and procedural guidelines). (MN)

ED 283 992 CE 047 690

Duff, Grace; And Others
A Rural Planning Delivery System Providing Marketable Skills/Supportive Services for Single Parents/Homemakers. Phase II (Field Test Year).
Regional Superintendent of Schools for Alexander-Johnson-Massac-Pulaski-Union Counties, Anna, IL.
SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- 30 Jun 87
NOTE- 59p.; For the Phase I report, see ED 272 707.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agency Cooperation; *Cooperative Programs; *Delivery Systems; *Displaced Homemakers; *Early Parenthood; Educational Needs; Females; Field Tests; *One Parent Family; Participant Characteristics; Postsecondary Education; Program Effectiveness; Program Implementation; Rural Population; Social Support Groups
IDENTIFIERS- Illinois (South)

The project described in this report was designed to provide a delivery system serving single parents/homemakers by developing a strong network among the area's social service providers and project collaborators that could be sustained following termination of project funding (June 30, 1987). During the first phase of the project, plans were made for a delivery system involving Southern Illinois University School of Technical Careers, Carbondale; Southern Seven Health Department--Parents Too Soon Programs; Illinois Caucus on Teenage Pregnancy; and the Regional Superintendent of Schools to serve the southern five counties of Illinois (Alexander, Johnson, Massac, Pulaski, and Union). The program was field tested during the second phase, which is described in this document. The 22 participants recruited during the first phase of the project received assistance with training programs, supportive services for tuition, transportation, child care, counseling, and networking as needed. The participants ranged from 18-38 years of age, although only 4 teenage parents were enrolled. The participants often lacked parenting skills and self-confidence and needed a great deal of help in defining career goals, registering for training programs, and attending the programs. They also needed help in budgeting and nutrition. The year's field test, as described in 22 case histories, showed that about half of the participants persisted in their training programs and were on the way to becoming self-supporting. Others had dropped out because of personal problems or lack of motivation. The project staff recommended that such collaborative supportive services be continued to help single parents/displaced homemakers cope with the bureaucracy and receive training and supportive services. (KC)

ED 284 006 CE 047 719

Feller, Rich
A Guidebook to "A Better Way": Serving Special Needs, Non-traditional Students and The Perkins Vocational Education Act.
Colorado State Univ., Ft. Collins. School of Occupational and Educational Studies.
SPONS. AGENCY- Colorado State Board for Community Colleges and Occupational Education, Denver.
PUB DATE- Oct 86
NOTE- 36p.
AVAILABLE FROM- A Better Way, School of Occupational and Educational Studies, Colorado State University, Fort Collins, CO 80523.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Counselor Training; *Disabilities; *Disadvantaged; Education Work Relationship; Human Services; Inservice Education; Inservice Teacher Education; *Limited English Speaking; Nontraditional Students; Postsecondary Education; Secondary Education; Special Education; *Staff Development; *Vocational Education
IDENTIFIERS- *Carl D Perkins Vocational Education Act 1984; *Special Needs Students

This document accompanies a video training series entitled "A Better Way" for those serving special needs and nontraditional students. The guidebook provides information to enable educators, parents, and human service personnel to help secondary and postsecondary students access vocational education and make the transition from school to employment and further training. Together, these materials increase understanding of how to provide disadvantaged and handicapped students (as defined by the Carl Perkins Vocational Education Act) with the guidance and special service assurances required by the Act. Topics include questions regarding provision of special services to disadvantaged and handicapped students; the Carl Perkins Vocational Education Act; a historical perspective; identification of special needs students; vocational education for disadvantaged students and students with handicaps; role and responsibilities of counselors, school psychologists, placement personnel, vocational special needs/resource personnel, teachers/instructors, administrators, and parents/guardians; information for adult and postsecondary students; the state's role and government contact people; agency coordination; and promotion of change. The materials on parents/guardians and students are in both English and Spanish. (YLB)

ED 284 020 CE 047 828

Using Labor Market Information in Career Exploration and Decision Making: A Resource Guide.
National Occupational Information Coordinating Committee (DOL/ETA), Washington, DC.; Office of the Assistant Secretary of Defense for Force Management and Personnel (DOD), Washington, DC.
REPORT NO.- ISBN-0-912048-41-7
PUB DATE- 86
NOTE- 276p.
AVAILABLE FROM- Garrett Park Press, P.O. Box 190F, Garrett Park, MD 20896 ($14.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Career Choice; *Career Counseling; *Career Exploration; Information Dissemination; *Information Sources; Information Systems; *Information Utilization; *Labor Market; Reference Materials; Resource Materials
IDENTIFIERS- *Career Information Systems
This self-study curriculum guide is intended to assist counselors and teachers in learning to use labor market and career information with clients more effectively. The following topics are covered: understanding career development and the use of career and labor market information in career counseling (changing ideas about career development, the role of theory, classification of theories as structural or developmental, and career development theories and career counseling); understanding the labor market (the basic model of the labor market and modifications of the concepts of supply and demand); exploring labor market information sources and systems (major state and federal sources, career information delivery systems, and nongovernmental sources); exploring labor market information resources and products (including discussions of 17 major resources); using labor market information in career counseling (occupational questions and resources and career counseling case studies); and developing a professional plan of action (professional, information, and community development). Appendixes include additional labor market information resources, guidelines for preparing and evaluating career information literature, designated vocational/career competency areas, introductions to the military services and the American labor movement, networking resources for establishing lines of communication, a glossary, and lists of acronyms and additional resources. (MN)

ED 284 034 CE 047 853

Office Procedures 20-30. Senior High School Teacher Resource Manual.
Alberta Dept. of Education, Edmonton. Curriculum Branch.
REPORT NO.- ISBN-0-920794-54-8
PUB DATE- 87
NOTE- 173p.; For related manuals, see CE 047 851-855.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Business Communication; Clerical Occupations; Course Descriptions; *Course Organization; Curriculum; Dictation; Educational Planning; *Educational Resources; Foreign Countries; High Schools; Information Processing; *Learning Activities; Learning Modules; Lesson Plans; Models; *Office Occupations Education; *Office Practice; Recordkeeping; *Student Evaluation; Teaching Methods; Units of Study

This manual is intended to help teachers meet the objectives of the 1985 Alberta, Canada, Offices Procedures 20-30 curriculum. The manual is organized in five sections. The first section contains introductory information on the Office Procedures 20-30 curriculum, including course objectives and a flowchart of the modules in the office procedures course. Planning the course is the topic of the second section, which contains information on long-range planning, integrating office procedures within the business education program, module selection, course outlines, course planning, lesson plans, and an example of a lesson plan. Suggestions for teaching the 10 modules of the course are included in the third section, which makes up the bulk of the document. For each subtopic of the modules, information is included on teaching approaches, time, student activities, and resources. The 10 modules cover the following areas: structure of the business office, personnel in the business office, business communication, records management, information processing, clerical routines, secretarial routines, office specialities (two parts), and office simulation. Procedures for student evaluation and a list of learning resources make up the fourth and fifth sections of the manual. Appendixes provide a sample lesson plan, a detailed example of an oral report, a transcription evaluation form, and a get-acquainted activity. (KC)

ED 284 048 CE 047 877

Paterson, John G.; Janzen, Henry L.
Northern Alberta's Living and Learning Expo.
PUB DATE- 87
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Education; Cooperative Planning; *Cooperative Programs; *Educational Opportunities; *Exhibits; Foreign Countries; *Publicity; *Radio
IDENTIFIERS- *Alberta (North)

A radio program, "That's Living," on a private radio station, 930 CJCA, in Edmonton, Alberta (Canada), sponsored a cooperative project to make adults aware of adult education opportunities throughout northern Alberta. Approximately 20 educational institutions prepared booths, CJCA provided publicity, and the Minister of Adult Education funded the booths. Approximately 13,000 to 15,000 people visited the Expo in 1985. The same format was used for the second year when 53 institutions and agencies were represented. The attendance did not increase, and approximately the same population was reached. The entire radio station sponsored the event, and other, more traditional publicity outlets were used. Problem areas included competition among institutions during radio publicity, the participation policy, entertainment, and CJCA's continued participation. (YLB)

ED 284 049 CE 047 878

Royce, Sherry
A Guide to Sharing Student Success with Employers, Legislators, City & County Officials, School & Agency Administrators, and, Most of All, Family, Friends, Classmates and Community.
Pennsylvania State Dept. of Education, Harrisburg.
PUB DATE- Dec 86
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Academic Achievement; *Adult Education; *Community Involvement; *Family Involvement; *Publicity; Public Relations; *Success

This guide is designed to help the adult education director spread the word about adult education to employers, legislators, city and county officials, school and agency administrators, and students' family, friends, and community. A timeline for sharing success stories is suggested. Detailed information is provided on starting a Sharing Success system. Sample forms appear as necessary. Other topics include contact with the family and employer and working with the institution, community, and media. Suggestions are offered for a luncheon to share success stories with legislators and a party for staff and students. (YLB)

ED 284 063 CE 047 902

Lerner, Max J.
Articulation between For-Profit Private Occupational Schools and Secondary Vocational Programs/Colleges and Universities. Information Series No. 315.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 87
NOTE- 42p.
GRANT- G008620030
AVAILABLE FROM- National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. IN315--$5.25).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Articulation (Education); *College Programs; *College School Cooperation; Cooperative Planning; Educational Cooperation; Postsecondary Education; *Proprietary Schools; Secondary Education; *Vocational Education; *Vocational Schools

Articulation between public and private, for-profit (proprietary) schools can help reduce costs without reducing the number of options available to students. Articulation can assume many forms, including contracts to offer classes for other institutions, combined (dual) enrollments, shared facilities and/or faculty, enrichment programs, 1 + 1 programs, and pretechnology programs. Despite the many benefits of articulation, a number of barriers to articulation remain. These include communication breakdown, lack of enthusiasm, inability to sell the concept at the top level, lack of leadership, faculty reluctance, elitism, and reluctance to change curriculum. Individuals interested in developing an articulation agreement with a for-profit school should identify the need for and benefits of articulating, identify other educational institutions that would benefit from an articulation agreement, assign an individual the responsibility of directing the articulation effort, establish clear communication channels between the institutions involved, determine the college or university degree program into which the private school student can transfer, establish whether the transfer will be granted on a course-by-course basis or on the blanket concept, develop written agreements, begin by selecting one or two program areas, establish a system for certifying student competencies for the articulated courses, and publicize the articulation arrangement. (MN)

ED 284 076 CE 047 925

Dolan, Margaret M.; And Others
GED Home Study Manual.
Norwich Board of Education, Conn.
SPONS. AGENCY- Connecticut State Dept. of Education, Hartford.
PUB DATE- Jul 85
NOTE- 150p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Adult Basic Education; Career Counseling; Curriculum Development; *High School Equivalency Programs; *Home Study; Media Selection; Personnel Selection; Program Administration; *Program Development; *Program Implementation; Publicity; School Counseling; Student Recruitment
IDENTIFIERS- 310 Project; *General Educational Development Tests
This manual is intended as a working guide for adult educators who are planning to introduce General Educational Development (GED) home study programs into their local districts. The guide is a compilation of the experiences and observations of the Norwich Office of Adult Education, which is a part of the Southeastern Connecticut Adult Education Cooperative. The guide begins with a brief history of the Norwich home study GED program. The remaining sections present guidelines for the following: choosing books and materials, selecting staff, conducting a preservice workshop, handling paperwork, publicizing the program and recruiting participants, making first contacts with students, administering initial interviews, designing a plan of study, setting program ground rules, handling procrastinators, preparing students for test days, and providing supportive/career counseling. The final section includes observations on a variety of program details, including observing tutors, the pros and cons of allowing tutors to recruit students, and referring unqualified students to other programs. Appendixes include a job description for the position of GED program home study tutor/counselor, tutor/counselor interview questions, an informal reading inventory and guidelines for administering it, a fact sheet on the GED home study program, a recruitment flier, information sheets about GED tests and program requirements, and data from a survey of employer attitudes toward GED. (MN)

CG

ED 284 201 CS 210 268

Small, Robert C., Jr., Ed.; Kelly, Patricia P., Ed.
A Critical Look at Literature Worth Teaching.
Virginia Association of Teachers of English.
PUB DATE- 86
NOTE- 182p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Curriculum Development; Elementary Secondary Education; *English Curriculum; Higher Education; *Literary Criticism; *Literature Appreciation; *Reader Response; *Reading Material Selection

In order to help teachers identify works of literature that will remain vibrant parts of their students' lives and give them new insights into themselves, their friends, and their enemies, this journal contains articles suggesting works that the authors found most meaningful to themselves. Titles and authors are as follows: (1) "'April Morning': Coming to Manhood, All in a Few Hours" (K. Donelson); (2) "Is God Dead?" (L. K. Snyder); (3) "A Record of Epiphanies in the Work of M. E. Kerr" (C. Zinck); (4) "A Shelf Life of 'Forever'" (N. E. Davis); (5) "Pinky's Tale: An Appreciative Response to 'A Day No Pigs Would Die'" (J. Morrell); (6) "A Hero Still Ain't Nothin' But a Sandwich" (L. Newbury); (7) "A Look at Foster Care in 'The Great Gilly Hopkins'" (P. Stokes); (8) "The Black Woman: A Focus on 'Strength of Character' in 'I Know Why the Caged Bird Sings'" (S. S. Cordell); (9) "A Reading of 'Hamlet': An Experiment in Personalized 'New Criticism'" (R. G. Goba); (10) "Robert Frost's 'The Pasture': Poem and Metapoem" (M. S. Moore); (11) "Keats's 'On First Looking into Chapman's Homer' and Poetic *Integrity*" (P. Lanier, Jr.); (12) "Early American Literature Worth Teaching: Philip Freneau's 'Indian' Poems" (J. Baker); (13) "Anguish and Anger" (S. Robbins); (14) "Willa Cather--Not Just a Prairie Writer" (E. Beamer); (15) "Bellow's 'Dangling Man': Archetype of Adolescence" (J. E. Davis); (16) "Huck Finn and America's Symbolic Landscape" (D. Walker); (17) "The Missed Adventures of 'Huckleberry Finn'" (K. E. Sullivan); (18) "Hemingway's Hold on Readers" (E. H. Thompson); (19) "A Novel Worth Teaching: Salinger's 'The Catcher in the Rye'" (V. F. Daughtry); (20) "'A Separate Peace': A Novel Worth Teaching" (W. M. Reed); (21) "Merlin's Magic" (N. Merrell); (22) "A Critical Look at John Gardner's 'Grendel'" (M. Segedy); (23) "'Fahrenheit 451': Three Reasons Why It's Worth Teaching" (W. E. Reynolds); (24) "Benedict Kiely and the Irish Gelignite Tradition" (E. C. Epps); (25) "A Mentor-Protege Relationship: A Look at Gail Godwin's 'The Finishing School'" (B. Naff); (26) "The Maturation Theme in Jon Cleary's Fiction" (J. W. Crawford); (27) "Values Clarification in Biblical Literature" (M. Ediger); (28) "History in Literature: 'A Proud Taste for Scarlet and Miniver'" (M. S. Loehr and J. Wright); (29) "The Necessary Lie" (W. Westcott); (30) "The Wise Way--A Gifted Program" (A. L. Gibson and J. Worley); (31) "Staging a Literary Festival" (S. Poe and H. Jessee); (32) "Of Puritans, Plymouth, and Process" (S. Whiteman); (33) "Owning the Literature and the Lesson, Too" (L. C. Latzko); (34) "Macbeth for the Reluctant Student" (D. Wiest); (35) "Getting from Here to There" (M. K. Simpson); (36) "Literary Clue: A Game of Style" (M. Webster); (37) "A Student-Centered Approach to Teaching Poetry" (P. Curtis); (38) "Integrating Reading and Writing Using Children's Literature: A Novel Approach" (K. D. Dur and N. D. Manning); (39) "Individualized Novel Study" (O. Anderson); and (40) "Writing before Reading" (J. H. Jones). Book reviews relevant to the theme of the journal are also included. (SRT)

ED 283 949 CE 047 524

Rinehart, Eric L., Ed.; Lamb, Melissa, Ed.
Organizing Self-Employment Programs: A Guide for Development Organizations.
Illinois State Dept. of Commerce and Community Affairs, Springfield.
PUB DATE- Mar 87
NOTE- 102p.; For related documents, see CE 047 525-526.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Education; Business Administration; *Business Education; Community Resources; Economic Development; Employment Programs; *Entrepreneurship; *Job Development; *Job Training; Program Development; Program Evaluation; *Program Implementation; *Small Businesses; Unemployment
IDENTIFIERS- *Self Employment
This resource guide is intended to help communities that want to implement an entrepreneurship training program. Chapters I and II contain general advice for the planning process, such as how to assess need and community support, assess current services for entrepreneurs, select target clientele, develop a community support network, and identify funding sources. Chapters III and IV provide guidelines for recruiting and selecting participants. Topics include how to promote the program within the community, what criteria may be used to evaluate potential participants, and examples of screening tools. Chapters V, VI, and VII offer assistance in planning and implementing the training phase of the program, such as scheduling, possible training topics, suggested instructional techniques, and how to focus the training components on the development of a business plan by each participant. Chapters VIII and IX provide suggestions on how to move the participants from the business plan to the start-up phase, including reinforcement of the coursework, critique of the business plan, identification of sources of information and ongoing support, and location of sources of financing for business start-ups. Chapter X includes tips for program evaluation. Exhibits include annotated bibliographies of planning and curriculum materials and sample program forms and materials. (YLB)

ED 284 090 CG 020 023

Health Care for Older Americans: Insuring against Catastrophic Loss. Hearings before the Special Committee on Aging. United States Senate, Ninety-Ninth Congress, Second Session (Part 1--Fort Smith, AR, August 27, 1986; Part 2--Little Rock, AR, August 28, 1986).
Congress of the U.S., Washington, D.C. Senate Special Committee on Aging.
REPORT NO.- Senate-Hrg-99-991
PUB DATE- 87
NOTE- 163p.; Serial No. 99-26. Some pages contain small print.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Aging (Individuals); Diseases; Family Involvement; Financial Problems; *Health Insurance; *Health Needs; Hearings; *Medical Services; *Older Adults
IDENTIFIERS- Arkansas; *Catastrophic Insurance; Congress 99th; *Long Term Care

This document contains witness testimonies from a two-part Senate hearing called to examine different aspects of the problem of delivering appropriate, affordable, long-term health care and catastrophic coverage for older adults in America. Opening statements by Senator David Pryor are included for both sessions of the hearing. A statement by Senator Dale Bumpers is also included. At the first session of the hearing in Fort Smith, Arkansas, testimony is included from Jim Medley, Arkansas Home Health Association; Nelma Bennett, Western Arkansas Area Agency on Aging; Pat Phillips, Arkansas Medical Society; James McDonald, Arkansas Hospice Association; and Robert Lane, Arkansas State Association of Life Underwriters. Sarah Lovett and Sam Hocutt describe long-term health care needs of their families. At part two of the hearing in Little Rock, Arkansas, testimony is provided by: (1) Robert Eubanks and Ron Sheffield, Arkansas Insurance Department; (2) George Mitchell, Arkansas Blue Cross and Blue Shield; (3) Dewey Lantrip, Governor's Advisory Council on Aging; (4) Beth Smith and David Lipschitz, Veterans Administration Medical Center; (5) David Clark, Mineral Springs, Arkansas; (6) Herb Sanderson, Arkansas State Department of Human Services; (7) Roger Busfield, Arkansas Hospital Association; and (8) Dixie Dugan, Central Arkansas Area Agency on Aging. (NB)

ED 284 104 CG 020 037

Noonan, Michael; Axelrod, Seymour
Visuospatial Orientational Shifts: Evidence for Three Independent Mechanisms.
PUB DATE- 24 Aug 86
NOTE- 7p.; Paper presented at the Annual Convention of the American Psychological Association (94th, Washington, DC, August 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attention; *Cognitive Mapping; *Neurological Organization; *Orientation; Perception; Selection; *Spatial Ability; *Visual Stimuli
While it is often assumed that a single mechanism underlies varied experimental evidences of selectivity, Berlyne (1969) suggested that attention-like selectivity may take place in a number of quite separate neural systems. This study examined the issue of visuospatial attention by investigating covert orientation or "looking out of the corner of the eye." In a total of 12 experiments, the same 12 subjects faced a video screen containing 5 squares in a horizontal row. With visual fixation maintained in the center, subjects responded rapidly with a manual key-press to a target stimulus appearing at any time in any square. On each trial, the target stimulus was preceded by a stimulus designed to engage one of three types of covert orientation: reflexive orienting, learned orienting, or voluntary orienting. Separateness of the mechanisms underlying these three processes was hypothesized. The results revealed that, while no single mechanism by itself could be divided, any two different types could move to the left or right simultaneously, indicating a separateness and independence of underlying neural mechanisms. These findings suggest that visuospatial attention is better conceptualized as a class of phenomena than as a single entity. (NB)

ED 284 113 CG 020 051

Schnell, Steven; Gibbs, John C.
Delinquents with Mature Moral Reasoning: A Comparison with Delayed Delinquents and Mature Nondelinquents.
PUB DATE- 25 Apr 87
NOTE- 35p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Antisocial Behavior; *Delinquency; *Developmental Stages; *Moral Development; *Moral Values; Prisoners; Psychopathology; Value Judgment
IDENTIFIERS- Kohlberg (Lawrence)
Kohlberg's developmental theory of moral reasoning hypothesizes that the socially unacceptable moral behavior of many juvenile delinquents is related to immature moral reasoning. A sizeable minority of delinquents, however, has been shown to reason at age-appropriate levels. This study examined issues related to those juvenile delinquents who were mature in moral reasoning in terms of Kohlberg's (1983) theory of sociomoral development. Incarcerated delinquents (N=43) with age-appropriate moral reasoning (Kohlberg's Stage 3) were compared with incarcerated delinquents (N=42) delayed in moral reasoning and with nondelinquents (N=35) with age-appropriate moral reasoning. All subjects completed the Sociomoral Reflection Measure, Johnson's Values Questionnaire, a shortened version of the Personal Values Questionnaire, the Quick Word Test, and a measure of socioeconomic status. In addition, the delinquent subjects also completed the Minnesota Multiphasic Personality Inventory (MMPI). The results revealed that both delinquent groups evidenced a greater acceptance of antisocial behavior and values than did nondelinquents. Both delayed and mature delinquent groups also demonstrated much psychopathology. However, mature delinquents evidenced MMPI scores reflecting more internalizing pathology than did delayed delinquents. This internalizing pathology may reflect the anxiety or guilt resulting from the strain between mature moral structure and antisocial behavior or a parallel between sociomoral structures and personality/psychopathology. (Author/NB)

ED 284 132 CG 020 065

Child Support Enforcement Statistics Fiscal Year 1985. Volume II. Tenth Annual Report to Congress for the Period Ending September 30, 1985.
Office of Child Support Enforcement (DHHS), Washington, DC.
PUB DATE- Sep 85
NOTE- 97p.; For volume I, see CG 020 064.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Children; Child Welfare; Compliance (Legal); Cost Effectiveness; *Federal Legislation; *Financial Support; *Law Enforcement; Parent Responsibility; *Program Effectiveness; State Action; *State Agencies
IDENTIFIERS- *Child Support; *Child Support Enforcement Program

This document is the second volume of a two-volume set of reports on child support enforcement in the United States. Volume II contains a series of graphs and tables which present various financial, statistical, and program data of fiscal years (FY) 1981-1985. Graphs illustrate: (1) Child Support Enforcement Collections and Expenditures, 1981-1985; (2) distribution of Aid to Families with Dependent Children (AFDC) collections and total expenditures, 1981-1985; (3) distribution of AFDC collections, FY 1985; (4) distribution of total expenditures, FY 1985; (5) state and federal program savings, 1981-1985; (6) cost effectiveness ratios, 1981-1985; and (7) program activity, 1981-1985. Thirty-eight data tables are included which provide state-by-state financial statistical and program data obtained from federal reports completed by state child support enforcement agencies. Data is provided from the 50 states, the District of Columbia, Guam, Puerto Rico, and the Virgin Islands, all of which participate in the Social Security Act Title IV-D Child Support Enforcement program. The first two tables give a financial overview and a statistical overview; remaining tables are categorized under the headings of Financial, Cost Effectiveness Ratios, Caseload Activities, and Program Activities. Appendix 1 provides a glossary of financial and statistical terms and source of data depicted in the tables. Appendix 2 contains relevant regulations and Action Transmittals published in FY 1985. (NB)

ED 284 146 CG 020 079

Rasmussen, Janis Carol
The Custodial Parent-Child Relationship as a Mediating Factor in the Effects of Divorce on Children.
PUB DATE- May 87
NOTE- 53p.; Research paper for Doctor of Psychology degree, Biola University, California.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Child Custody; Child Development; Childhood Attitudes; Childhood Needs; Children; *Divorce; *Emotional Adjustment; *Family Environment; *One Parent Family; Parent Attitudes; *Parent Child Relationship
Hess and Camara (1979) have shown that it is post-divorce family functioning, rather than family structure, that is most important in influencing the effects of divorce on children. A child's adjustment to divorce should be viewed as a developmental process rather than as a single event. Consequently, it is important to focus on the ways in which the psychological structure and family process variables in the single-parent family help to mediate the effects of divorce on the child. To explore this issue, research which specifically investigated the post-divorce custodial parent-child relationship was reviewed. Literature covering the past 25 years revealed that variables which have been shown to influence the effects of divorce on children include: (1) parent and child demographics; (2) personal characteristics of the parent, including stress level, distress, emotional availability, values, and competence/assertiveness; (3) the relationship between the parent and the child; and (4) the use of support networks. Important aspects of the parent-child relationship include the parent's satisfaction with the relationship, the child's satisfaction, the amount of parent-child contact, parental discipline, parental explanation of the divorce, and parental expectations of the child. This information could be useful for single parents in helping their children adjust to divorce. (NB)

ED 284 160 CG 020 093

Gooding, Shirley A.; Schell, Robert E.
Women's Softball Players' Attitudes toward Alcohol Use & Abuse.
PUB DATE- Apr 87
NOTE- 8p.; Paper presented at the National Alcoholism Forum (Cleveland, OH, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; Alcoholic Beverages; Attitudes; Community Involvement; *Drinking; *Females; Financial Support; *Softball; *Team Sports; *Womens Athletics
IDENTIFIERS- *Alcohol Abuse

In some communities, alcohol becomes a part of socialization early in life. In one such community, softball for women has become a popular pastime. Twenty-seven of 48 teams in the community were sponsored by local taverns, bars, or restaurants where alcohol was served. Teams sponsored by taverns were encouraged to meet at the taverns before or after a game. To examine the relationship between sports and alcohol, 183 female softball players, coaches, and staff completed a questionnaire on alcohol-related concerns. The results revealed that, compared to women on teams with other sponsors, women on alcohol distributor and tavern sponsored teams were more likely to agree that drinking was encouraged, that beer and softball went together, that teams go to the bar after the game regardless of game outcome, and that coaches seldom address the effect of drinking on quality of play. These findings suggest a relationship between team sponsorship and the attitudes of female recreational softball team members. Future studies might examine the same issues among male players. (NB)

ED 284 173 CS 008 855

Sanacore, Joseph
Family Trends and the Need for Cross-Cultural Reading Interventions.
PUB DATE- 87
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Research/Technical (143)
DESCRIPTORS- Cross Cultural Studies; Educational Needs; Family Environment; Foreign Countries; *High Risk Students; *Prevention; Primary Education; Reader Text Relationship; *Reading Ability; Reading Aloud to Others; *Reading Difficulties; Reading Failure; *Reading Improvement; Reading Instruction; *Reading Programs; Teaching Methods

Children are faced with an increased potential for academic failure due to less stable family lives and career-oriented parents. Cross-cultural reading instruction practices and programs can provide insights that could prevent such failure for children at-risk. One such program is the reading maintenance program used in Denmark, wherein groups of five selected children meet with a reading teacher for 2 hours of daily instruction for 10 weeks. Reading teachers attempt to adhere to the classroom curriculum, and focus on reading aloud, copying passages, and discussing miscues or errors. A similar program is Reading Recovery, used in New Zealand, wherein at-risk first grade students meet with an instructor for 30 minutes a day for 15-20 weeks. Instruction focuses on teacher modeling of fluent reading, and student reading of short easy books to develop their own fluency. A third program, Paired Reading, used in the United Kingdom, involves parents and children reading together. Children read to themselves until they reach a difficult passage, then parent and child read together, the adult modeling difficult words until the child can read them alone. The reading programs mentioned are only three of many aimed at prevention. They require extra funding, but will save money in remedial programs in the long run, while addressing students' real needs. (Highlights of the three programs are attached, and references are included.) (JC)

ED 284 187 CS 008 881

Woodward, Helen
Reading Problems: More Phonics? PEN 63.
Primary English Teaching Association, Rozelle (Australia).
PUB DATE- 87
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Beginning Reading; Class Activities; Cognitive Development; Cues; Decoding (Reading); Elementary Education; Foreign Countries; Phoneme Grapheme Correspondence; *Phonics; Primary Education; *Reading Comprehension; *Reading Difficulties; *Reading Instruction; Reading Processes; *Reading Strategies; Written Language
Intended to discourage classroom reading teachers from relying on "phonics instruction" as a remedy for students' inadequate reading performance, this pamphlet presents reasons why phonics drills should not be taught at all in the classroom and offers a set of practical phonic awareness activities to help poor readers overcome reading difficulties. The pamphlet notes phonics deals with sounds rather than meaning, and that many words cannot be sounded out unless the meaning is known. It then presents seven exercises that illustrate how meaning is made during the reading process and how "sounding out letters" interferes with the meaning-making process. It then provides strategies that will enable children to use the more natural syntactic and semantic cueing systems that, in turn, will allow the grapho-phonic cueing system to fall into place. References are attached. (NKA)

ED 284 214 CS 210 523

Sneed, Don; Riffe, Daniel
The Publisher as Official: Conflict of Interest or Libertarian Vestige?
PUB DATE- Aug 87
NOTE- 110p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (70th, San Antonio, TX, August 1-4, 1987).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Conflict of Interest; *Editing; Freedom of Speech; Mass Media; Newspapers; *News Reporting; *News Writing; Propaganda; *Public Officials; Publishing Industry
IDENTIFIERS- Editorial Policy; Newspaper Ownership
The press has long been considered the "watchdog" of government, yet today, more than 100 newspaper editors also serve in public office. A study sought to determine the types of role conflict that arise for editors who hold public office, the public's reaction to such dual roles, and the policies of several leading newspapers concerning editors or publishers holding office. Inquiries were sent to press associations to identify publishers who served as public officials, and five publisher/public officials were selected for interview. Additionally, the newspapers they published were examined, and 75 of their readers were polled for their reactions to the newspapers and their publishers. Results showed varied responses from major newspapers, ranging from those who discouraged such activity for fear of conflict of interest, to one who encouraged its editors/publishers to remain active in such community affairs. Results of reader questionnaires suggest that most disagree in principle with editors holding public office, but many do not object to their own newspaper editors doing so. Results from the five interviews suggest that some editor/public officials become printers of "good news" newspapers, using them for community morale boosting. Others are more like the fiery libertarians of the nineteenth century, using their newspapers to attack political opponents. A third style is the editor/official whose newspaper is bland and not thought-provoking. (JC)

ED 284 228 CS 210 602

Seiter, Danny; And Others
The United States vs. Edwin W. Edwards et al: The Role of Louisiana Dailies in Covering a Federal Prosecution.
PUB DATE- Aug 87
NOTE- 30p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (70th, San Antonio, TX, August 1-4, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Content Analysis; *Crime; Crime Prevention; Journalism; *Mass Media Effects; Media Research; *Newspapers; *News Reporting; Responsibility; Violence
IDENTIFIERS- Louisiana; News Stories; News Topics; News Values
A study examined whether the media in Louisiana have reflected current media trends of emphasis on crime news, focusing on crime news content in the 24 Louisiana daily newspapers. Since a key part of the research was the comparison of trends in newspaper accounts of crime and the reported crime rate, the 22 communities with daily newspapers were grouped by city size rather than by circulation. Two one-week periods from 1980 and 1985 were randomly chosen for analysis of crime content. Crime news was defined as any item concerning law breaking by adults or juveniles, as well as those items focusing on crime as a social problem, methods of crime prevention, and crime rate increases and decreases. Results indicated that overall, crime news in Louisiana dailies increased from 1980 to 1985. Crime prevention items, for example, increased significantly by more than 200%. Such an increase suggests cooperation between newspapers and law enforcement agencies. Results also indicated that more crime news was published on the front pages of Louisiana dailies in 1985 than in 1980, suggesting that violent crimes are accorded a statistically unwarranted status in the media when the ratio of violent crime to all other crimes is considered. Findings suggested that in 1985 Louisiana newspapers portrayed a picture of crime on the increase, a picture not totally consistent with officially reported crime statistics. (Tables of data are included, and footnotes are appended.) (NKA)

ED 284 241 CS 210 660

Gardner, Ruth; McGinnis, Jo
Computers in College Composition: A Comparative Study of Ten Schools.
PUB DATE- Sep 86
NOTE- 131p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College English; Comparative Analysis; *Computer Assisted Instruction; *Computer Oriented Programs; *Computer Uses in Education; Educational Technology; Higher Education; *Learning Laboratories; School Surveys; *Writing Instruction; Writing Research

To compare information about the uses of computers in composition in representative universities, this document reports on a study that gathered data from teachers, administrators, and students at 10 universities by means of questionnaires and interviews by letter, by phone, and in person during visits to campus computer labs and classrooms. The information is presented in chapters covering the following topics: (1) goals of the study; (2) materials and procedures; (3) institutions included in the study (colleges in Colorado, New Jersey, Pennsylvania, Michigan, Alabama, California, Minnesota, Utah, and Illinois); (4) types of institutions (public, private, two-year, four-year, technical, and liberal arts); (5) administrators and faculty members interviewed; (6) summary of information; (7) composition courses in which computers are used; (8) numbers of courses and students involved; (9) numbers and kinds of labs, hardware, software, lab personnel, and users; (10) costs; (11) comparative answers of instructors, students, and administrators; (12) other answers of interest from the questionnaires; (13) primary conclusions and summaries (indexed to the relevant pages of the study); and (14) secondary conclusions and recommendations. The appendix contains copies of the questionnaires from which the data were drawn. (SKC)

ED 284 255 CS 210 696

Pecor, Charles J.
Science Fiction and the Undergraduate Student: A Door In.
PUB DATE- Feb 87
NOTE- 9p.; Paper presented at the Meeting of the Southern Humanities Conference (Nashville, TN, February 26-28, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Curriculum; Higher Education; *Humanities Instruction; Interdisciplinary Approach; *Reading Materials; *Science Fiction; *Teaching Methods

Many students come to college with little knowledge of or interest in traditional humanities topics; however, a college teacher of humanities can use science fiction as a "door in," a tool to take students from the known to the unknown. Literary elements such as characterization, plot, setting, theme, and point of view are present in science fiction works. Comparison and contrast of the ways in which different media treat the same stories and/or ideas can be accomplished, for example with H. G. Wells's "The War of the Worlds," Orson Welles's 1938 radio broadcast of the story, and the 1953 George Pal film version, as well as media treatments of other stories. The techniques and aesthetics of filmmaking can also be taught using inexpensive videocassettes of science fiction films. Study of science fiction can lead naturally to discussion of ideas, attitudes, ethics and morality or ecology and the environment--all traditional topics in humanities study. Science fiction can also enable students to gain new ways of viewing the world and its possible futures, much as mythologies explained the world to ancient civilizations. Finally, science fiction offers a way to bridge the gap between the humanities and the sciences. A short selected bibliography is appended. (HTH)

ED 284 268 CS 210 714

Marlow, Leslie
Writing: An Experiential Approach.
PUB DATE- 87
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Child Language; Classroom Environment; *Content Area Writing; Creative Teaching; Creative Writing; *Creativity; *Experiential Learning; Expository Writing; Language Acquisition; *Prewriting; Primary Education; Student Attitudes; Student Interests; Teacher Student Relationship; Teaching Methods; Writing Exercises; *Writing Instruction; Writing Readiness
IDENTIFIERS- *Writing Contexts; Writing Topics
Small children are very imaginative, and teachers should provide varied experiences to encourage continued growth of their imaginations. Classroom instructional settings can be full of discovery and learning if teachers provide many prewriting opportunities that allow children to discover opportunities for writing. These experiences should cut across the curriculum and include writing, speaking, drawing, and listening to encourage children to make the best of both their imagination and their knowledge. Important tasks for teachers are helping students learn when to use knowledge and when to use imagination, when to talk, and when to listen. For example, children can be allowed to engage in many different kinds of handwriting activities, such as informal, personal, creative, and letter writing. Such activities can be used to teach children about appropriate choices--answering abstract questions can take concrete form; personal questions can stimulate creative responses; spontaneous events can inspire

writing about classroom surroundings; the experiences of others (such as parents) can inspire children to live vicariously; and everyday experiences can provide endless themes for writing. Teachers should also be aware that varied writing topics require wider audiences, and provide children with outlets for writing for others. (Samples of children's writing occur throughout the document.) (SKC)

ED 284 282 CS 210 731

Towers, Wayne M.
Adult Readership of Magazines and Why They Read.
PUB DATE- Feb 87
NOTE- 19p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (58th, Salt Lake City, UT, February 14-17, 1987). Funding for research provided in part by an Affirmative Action Faculty Development Grant from the Office of the Vice President for Academic Affairs.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; *Mass Media Effects; Media Research; Need Gratification; Newspapers; *Periodicals; *Research Methodology; Use Studies
IDENTIFIERS- Media Use; Newsmagazines; *Uses and Gratifications Research
A study tested the applicability of gratifications research to magazines. Telephone surveys with 543 adults in a large western urban area ascertained their media usages and their agreement with 14 gratifications statements drawn from morphostatic research into the surveillance-diversion-personal identity triad in relation to newspaper and radio. Analyses determined if the expected three dimensions were present for magazines, and if expectancies regarding magazines could be related to magazine readership. Diversion was found to be a common response across media, while surveillance and interaction depended upon the medium under consideration. To evaluate these insights and to test magazines' potential for morphogenetic approaches, magazine readership behaviors were examined. Results indicated that magazines, even newsmagazines, were measurably different from newspapers in terms of media gratifications. The pattern for general circulation magazines was also different from that of newspapers and newsmagazines. Findings indicated that all three gratifications research perspectives had been partly correct. Morphostatic research, cross-media comparisons, and morphogenetic approaches were all supported. (HTH)

ED 284 295 CS 210 748

Romano, Tom
Clearing the Way: Working with Teenage Writers.
REPORT NO.- ISBN-0-435-08439-9
PUB DATE- 87
NOTE- 191p.
AVAILABLE FROM- Heinemann Educational Books, Inc., 70 Court St., Portsmouth, NH 03801 ($15.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Environment; *Educational Philosophy; Literature Appreciation; Prewriting; Reading Writing Relationship; Revision (Written Composition); Secondary Education; *Secondary School Students; Student Attitudes; Student Writing Models; *Teacher Attitudes; Teacher Student Relationship; Teaching Methods; Theory Practice Relationship; Writing Difficulties; Writing Evaluation; *Writing Improvement; *Writing Instruction; *Writing Processes; Writing Research; Writing Skills
IDENTIFIERS- Student Journals; Writing Attitudes

Designed for secondary school English teachers who wish to improve their student's writing, this book offers a philosophy of writing and classroom strategies to make students comfortable with and interested in their own writing. Chapter 1 encourages teachers to set up a "safe," comfortable environment in which their students can create. Chapter 2 examines writing as a thinking process, while Chapter 3 advises teachers to write with their students, so that teachers remain connected with the writing process. Chapter 4 looks at the stages involved in creating writing, and Chapter 5 describes how the writing process works in one teacher's classroom. Chapter 6, written as a dialogue between two composition teachers, discusses ideas of writing by strict stages and the pitfalls of such a method. Chapter 7 examines how conferences between teacher and student affect student writing, and Chapter 8 looks at the problems posed by grading student writing, and offers a rationale for emphasizing the positive in student work. Chapter 9 offers suggestions for how students may interact with literature by writing. Chapter 10 proposes ways in which student essays and essay prompts can be made more interesting, while Chapter 11 disparages teachers who hold elitist attitudes about literature and writing. Chapter 12 advocates the sharing of writing to generate creative energy. (References, an index, and a table of contents are included.) (JC)

ED 284 308 CS 505 638

Johnson, J. David
Development of the Communication and Physical Environment Scale.
PUB DATE- Nov 87
NOTE- 28p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Audits; Communication Research; *Job Satisfaction; Measurement Techniques; *Organizational Climate; *Organizational Communication; Organizational Effectiveness; Test Validity; *Work Environment
IDENTIFIERS- International Communication Association; *Organizational Research

A study developed and tested a communication and physical environment scale (CAPES) that consisted of items formulated from previous theoretical and empirical research. Subjects, 52 workers in a warehouse and its offices, completed questionnaires about information dissemination in their organization, the quality of organizational relationships, and satisfaction with organizational outcomes. Results indicated that the CAPES scale was a highly reliable instrument that could differentiate between populations with known variations in physical environment. Item analyses results suggested that no items should be deleted from the scale. A further pragmatic benefit is that the scale was designed to be incorporated in the more encompassing ICA (International Communication Association) Communication Audit framework. (Tables of data are included, and a comprehensive list of references is appended.) (NKA)

ED 284 007 CE 047 720

Adult Basic Education Social Studies Curriculum Guide.
British Columbia Dept. of Education, Victoria. Post-Secondary Dept.
REPORT NO.- ISBN-0-7726-0413-4
PUB DATE- 86
NOTE- 187p.
AVAILABLE FROM- Publication Services Branch, Ministry of Education, 878 Viewfield Road, Victoria, British Columbia V9A 4V1 (Order No. VA0070--$5.00 plus 10 percent shipping).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Basic Education; *Adult Learning; Case Studies; Civics; Classroom Techniques; Cultural Pluralism; *Curriculum Development; *Decision Making; Economics; Environmental Education; Foreign Countries; Geography; Global Approach; History; Individualized Instruction; Laws; *Problem Solving; *Social Studies; Teaching Methods
IDENTIFIERS- *Canada; Information Society

This guide is intended to assist in developing and teaching a social studies course for adult basic education students. The first part identifies a rationale for the development of adult social studies programs, general goals for such programs, and specific competencies designed to help students achieve program goals. The section on course design covers the methodology, scope, and organization of the social studies curriculum and suggests alternative approaches to teaching social studies. The second part outlines some general principles underlying adult learning and instruction, identifies some relevant teaching strategies, provides case studies of adult social studies situations, and suggests some criteria and strategies for student evaluation. Part 3, the main portion of the guide, suggests six major theme units for a social studies course (Canadian government, law, and citizenship; people and their environment, multiculturalism; the information society; economics and people; and global citizenship) that emphasize the history, geography, government, and economy of Canada and encourage students to develop problem-solving and analytical skills. Also included in this section are case studies connected with each of the theme units and suggestions for using the themes (with emphasis on the individualized instruction approach). The fourth part identifies relevant instructor references and student materials. (MN)

ED 284 035 CE 047 854

Typewriting 10-20-30. Senior High School Teacher Resource Manual.
Alberta Dept. of Education, Edmonton. Curriculum Branch.
REPORT NO.- ISBN-0-920794-67-X
PUB DATE- 87
NOTE- 52p.; For related manuals, see CE 047 851-855.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Computer Oriented Programs; Course Descriptions; Course Organization; Curriculum; Educational Facilities; Educational Planning; Educational Resources; Foreign Countries; High Schools; *Keyboarding (Data Entry); *Learning Activities; Learning Modules; *Lesson Plans; Models; *Skill Development; *Student Evaluation; Teaching Methods; *Typewriting; Units of Study
IDENTIFIERS- *Alberta

This manual is designed to assist typewriting teachers in the implementation of the Alberta, Canada, Typewriting 10-20-30 Curriculum (1985). Many ideas contained in the handbook can also be used in curricula that address keyboarding or the skill of typing in computer keyboarding, dictaphone typing, or word processing. The manual is organized in five sections. The first section introduces the typewriting program and provides a list of course objectives and a flowchart of the course modules. In the second section, instructional and lesson planning are covered. The third section features skill development and includes instructional suggestions for these areas: building skills, causes of typing errors, elements of good typewriting techniques, building touch-typing skills, building composition skills, building production skills, and hints for teaching typewriting on the computer. Section IV describes the facilities needed for the typewriting course, including the room, equipment, and design of a typewriting laboratory. The final section of the manual covers student evaluation, providing general guidelines and discussing distribution of marks for technique, speed and accuracy, production, and theory. Various charts to be used in the course are included at the end of the manual. (KC)

ED 284 105 CG 020 038

Scharlach, Andrew E.
Relieving Feelings of Burden among Women with Elderly Mothers.
PUB DATE- Mar 87
NOTE- 32p.; Paper presented at the Annual Meeting of the American Society on Aging (33rd, Salt Lake City, UT, March 14-17, 1987). For related documents, see CG 020 040-041. Document contains light dot-matrix print.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Modification; Cognitive Restructuring; *Counseling Effectiveness; *Daughters; Life Satisfaction; Loneliness; Middle Aged Adults; *Mothers; *Older Adults; *Parent Child Relationship; *Well Being
IDENTIFIERS- *Adult Children
Family relationships seem to be of particular importance to an aging parent's psychological well-being. Feelings of burden experienced by an adult daughter, however, may interfere with the nature of her relationship with her aging mother and may have a potentially deleterious effect on the mother. To test this hypothesis, a study was undertaken which examined the impact of two brief interventions on 37 middle-aged women and 24 of their elderly mothers. After mothers and daughters completed initial questionnaires measuring filial behavior and relationship satisfaction, daughters were assigned to either: (1) a cognitive-behavioral presentation designed to reduce the daughter's unrealistic feelings of responsibility; (2) a supportive-educational presentation designed to increase the daughter's awareness of her mother's needs; or (3) a waiting list control group. Following the interventions, mothers and daughters completed a modified version of the initially-completed questionnaire and reported any changes in the mother-daughter relationship or in the mother's well-being. The cognitive-behavioral procedure was found to be more effective than either the supportive-educational procedure or the no-treatment control condition in reducing the daughter's burden, improving the mother-daughter relationship, and decreasing the mother's loneliness. This study provides support for a social exchange perspective for understanding the quality of the mother-daughter relationship in later life. (NB)

ED 284 119 CG 020 052

Gorski, Peter A.
Child Psychiatry in Pediatrics: Existential Economics.
PUB DATE- 23 Apr 87
NOTE- 7p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Childhood Needs; Children; Cooperation; *Health Services; *Interdisciplinary Approach; Medical Services; *Pediatrics; *Psychiatry; *Well Being
This paper briefly describes the Division of Behavioral and Developmental Pediatrics, which is the child development and mental health clinical, research, and training center for the Department of Pediatrics at Evanston Hospital and Northwestern University Medical Center in Illinois. Responsibilities of the child psychiatrists within this division are explained and the tentative nature of the relationship between the Departments of Psychiatry and Pediatrics is noted. It is stressed that theoretical and economic obstacles must be overcome before the two disciplines can collaborate in the best interests of children and families. The role of the pediatrician is discussed and the quality of the physician-family relationship is considered. Since both child psychiatry and pediatrics direct their primary effort at supporting the fullest well-being of children, it is concluded that pediatric training should correct its current academic deviation back toward a course of comprehensive health delivery; and that both child psychiatry and pediatrics should work to collaboratively enrich each other's diagnostic and therapeutic insights. (NB)

ED 284 133 CG 020 066

Standards & Criteria for the Development and Evaluation of a Comprehensive Employee Assistance Program.
Health Resources and Services Administration, Rockville, MD. Bureau of Health Care Delivery and Assistance.
PUB DATE- Dec 86
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Employee Assistance Programs; *Evaluation Criteria; Human Services; Needs Assessment; Organizational Objectives; Personnel Policy; Program Administration; *Program Development; *Program Evaluation; Self Evaluation (Groups); *Standards

This document was designed for use by persons or agencies interested in both establishing and evaluating employee assistance programs (EAP) for federal employees. It contains essential elements, standards, and assessment criteria which have been developed to assist in the planning and implementation of services, and to provide a framework for evaluating the appropriateness and effectiveness of EAPs. The standards and criteria presented here should also prove useful outside of the federal system. The introduction identifies the goal of an EAP as being the restoration of valuable employees to full productivity. It notes that a comprehensive EAP must address alcohol, drug abuse, and emotional or behavioral problems. The report lists five essential elements of an EAP: (1) needs assessment; (2) program integration; (3) comprehensive services; (4) program administration; and (5) program evaluation. For each element, a standard is defined which indicates what is expected when an organization seeks to provide that EAP element. To assist in the evaluation of programs, there are assessment criteria following each standard which relate to the policy, procedural, and personal and/or administrative aspects of a program. The appendices contain information on the legal authority for an EAP and models of providing EAP services. (NB)

ED 284 147 CG 020 080

Stewart, Norman R.; And Others
Counselor Impact Upon College Choice.
PUB DATE- Apr 87
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Bound Students; *College Choice; College Freshmen; *Decision Making; Higher Education; High Schools; *High School Students; *Information Sources; Racial Differences; *School Counselors; Sex Differences

Choosing a college is a major decision for many high school students. A study was conducted to determine at what point in his/her life a student makes college plans, what factors influence college choice, and what information resources students use in choosing a college. College freshmen (N=3,708) completed questionnaires concerning their college choice decision-making process. Subjects indicated: (1) their ideal and actual distance between college and home; (2) when they began college planning and when their final decision was made; (3) whether they had considered each of 15 factors in making their choice; (4) which college information sources they had used; and (5) characteristics of their chosen college. The results revealed that most respondents had begun their college planning before their senior year in high school and had made their final decision during their senior year. Top factors considered by subjects included the academic reputation of the college, the quality of available programs, costs, faculty reputation, and friendliness of the school. Males and females differed on 10 of 15 factors, while blacks and whites differed on only 4 of 15 factors. College students, friends, and the high school counselor were the three information sources most frequently reported by all subgroups studied. School counselors were the information source most frequently used by blacks, while college students were used most frequently by other groups. The paper concludes by noting some implications of these findings for school counselors. (References and 10 data tables are appended.) (NB)

ED 284 161 CG 020 342

AIDS and the Education of Our Children: A Guide for Parents and Teachers.
Department of Education, Washington, D.C.
PUB DATE- Oct 87
NOTE- 37p.; Introduction by William J. Bennett, Secretary of Education. Second Printing.
AVAILABLE FROM- Consumer Information Center, Dept. ED, Pueblo, CO 81009 (free).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140) Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Adolescents; *Children; Elementary Secondary Education; *Health Education; Parents; *Prevention; Sexuality; Teachers; *Values Education

Guidelines for parents, teachers, and other adults to use in the education of children about acquired immune deficiency syndrome (AIDS) are presented in this document. The first part of the document presents a review of the known facts concerning the history and spread of AIDS. Specific topics discussed include AIDS symptoms, lack of a cure or vaccine, transmission of the disease, and conditions such as sexual activity and drug abuse which put adolescents particularly at risk. The second part of the document discusses four principles of AIDS education to guide parents, schools, and the community in educating children and helping them combat the disease of AIDS. These principles, which are accompanied by appropriate action steps to implement them, are: (1) help childen develop clear standards of right and wrong; (2) set a good example; (3) help children resist social pressures to engage in dangerous activities; and (4) instruct children about AIDS. Guidelines for selecting education materials and legal considerations for schools dealing with students and employees who have AIDS are also included in this section. The third and final section of the document provides sources of information about AIDS, including hotline numbers, school and community resources, U.S. Public Health Service recommendations, and a selected list of publications about AIDS and other relevant topics. Four charts, three descriptions of exemplary programs, and a discussion of condoms and AIDS accompany the document. (ABL)

ED 284 188 CS 008 882

Hancock, Maxine
Reading 10: Senior High School Curriculum Guide, 1987.
Alberta Dept. of Education, Edmonton.
REPORT NO.- ISBN-0-920794-50-5
PUB DATE- 87
NOTE- 68p.; Photographs may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Guides; Foreign Countries; Program Descriptions; *Reading Difficulties; *Reading Improvement; Reading Instruction; Reading Processes; *Reading Programs; *Reading Strategies; Remedial Instruction; *Remedial Reading; Secondary Education; *Secondary School Curriculum
IDENTIFIERS- Alberta (Edmonton); Canada
Based on recent reading research, this secondary school developmental reading curriculum guide presents a reading program to help developmental students acquire strategies to begin independent reading of a variety of print materials and for a range of purposes. The introductory section of the guide presents a rationale and a declaration of philosophy, and relates "Reading 10" to the Alberta, Canada, senior high school language arts program, as well as to the overall high school program. A statement of content and a list of resources complete this section. The next section, designed to help teachers plan for effective instruction, provides a detailed description of the "Reading 10" program in an expanded statement of content that includes recommended teaching/learning activities and strategies. The last section on methodology and evaluation furnishes suggestions for approaches to teaching and evaluation which are appropriate to the philosophy of the "Reading 10" program. A select bibliography concludes the guide. (NKA)

ED 284 215 CS 210 541

Bernstein, James M.
Was Warren Burger Richard Nixon's Revenge? A Study of the Chief Justice's Attitudes toward the News Media.
PUB DATE- Aug 87
NOTE- 23p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (70th, San Antonio, TX, August 1-4, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Constitutional Law; *Court Litigation; Court Role; *Freedom of Speech; *News Media; News Reporting
IDENTIFIERS- *Burger (Warren E); First Amendment; *Judicial Attitudes; Media Role; Supreme Court
The suggestion that Warren Burger's appointment to the Supreme Court was Richard Nixon's revenge upon the press is supported by some of Burger's judicial decisions and attitudes toward the press outside the courtroom, but not all of his decisions were against the news media. Burger's decision not to allow court clerks to speak to reporters, and not to allow the press to use television cameras or tape recorders to record his 1970 address to the American Bar Association seems to support the idea that, like Nixon, Burger had a great deal of contempt for the press. Additionally, Burger was hesitant to expand the constitutional privileges of journalists in his interpretation of the First Amendment, seen in his decision in the "Branzburg v. Hayes" source confidence case, the landmark libel case "Gertz v. Robert Welch," and in "Houchins v. KQED," where Burger's opinion provided no guarantee that the news media would have access to prisons. Yet Burger's decision in "Miami Herald v. Tornillo" helped the press by ruling that a newspaper's content was the business of journalists. Burger's criticism of the New York Times over the Pentagon Papers convinces many of his antagonism toward the press, but two of his decisions allowed the press to attend trials. Burger had strong, controversial opinions about the role of the press, but evidence suggests he separated his personal beliefs from the actions he took in court. (Four pages of notes are included.) (JC)

ED 284 229 CS 210 606

Neuendorf, Kimberly A.; And Others
The History and Social Impact of Religious Broadcasting.
PUB DATE- Aug 87
NOTE- 35p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (70th, San Antonio, TX, August 1-4, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Historical Materials (060) Reports - Research/Technical (143)
DESCRIPTORS- *Broadcast Television; Cable Television; Church Role; *Programing (Broadcast); *Religion; Television Research; *Television Viewing
IDENTIFIERS- Evangelical Christians; *Religious Broadcasting; *Television History
Several aspects of the history of religious broadcasting are examined in this paper. First, the paper provides an informative review of scholarly treatments of the history of religious broadcasting in the United States, tracing the evolution from early broadcasts of simple church services to today's evangelical paid-time programming. The paper then traces recent developments in the structure of religious television, and identifies three major trends: (1) the growth of high-energy, entertaining evangelical presentations; (2) the adoption of the broadcast/cable network system; and (3) the adaptation of traditionally secular television formats to the religious task. Next, the paper describes the viewership of religious television via a review of pertinent research literature, identifying a shift away from the stereotypical older, female viewer. The potential social effects of religious television are then explored, with primary emphasis on three areas which have garnered great criticism: the impact of religious television viewing on church attendance, the purported negative impact of religious television solicitations on church contributions, and the role of politics in religious television. Finally, the paper provides a brief description of an original investigation which examined the availability and scope of religious television in the United States. Throughout, a trend toward blurring the line between religious and secular telecasting is noted. (Author/SKC)

ED 284 242 CS 210 661

Avis, John N.; Potts, Richard E.
Writing across the Curriculum: A District-Wide Approach.
PUB DATE- Mar 87
NOTE- 166p.; Paper presented at the Spring Conference of the National Council of Teachers of English (6th, Louisville, KY, March 26-28, 1987). Paper includes handouts of the appendix. Some pages printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Content Area Writing; Creative Writing; *Curriculum Development; Curriculum Evaluation; Elementary Secondary Education; Student Writing Models; Theory Practice Relationship; Writing Difficulties; Writing Evaluation; *Writing Improvement; *Writing Instruction; Writing Research; *Writing Skills
IDENTIFIERS- Memphis City Schools TN; Task Force Approach
Reporting on the work of a task force formed for the purpose of improving writing skills in the Memphis (Tennessee) City Schools, grades K-12, this paper identifies the efforts of the task force and its recommendations and traces the development and implementation of the Writing Across the Curriculum Project. An introduction notes the importance of writing, while a second section examines national trends in writing instruction and skills. A third section presents data showing a significant number of Memphis students who dislike writing and do not believe it is important. Sections four and five report the amount of teacher training in the instruction of writing and their recommendations for improving student writing, and administrator attitudes on improving writing, while the sixth section looks at content teachers' instructional practices. Recommendations are made in a seventh section, and the program's implementation is discussed in the eighth. A follow-up report and summary conclude the paper. Appendixes contain copies of student and teacher questionnaires, a writing sample survey, and an observation questionnaire. Guidelines, which stress the idea of writing in numerous modes and writing each day, and activities for writing across the curriculum are also offered. (JC)

ED 284 256 CS 210 697

Salmon, Charles T.; Neuwirth, Kurt
A Multivariate Test of the Spiral of Silence Hypothesis.
PUB DATE- Aug 87
NOTE- 28p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (70th, San Antonio, TX, August 1-4, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Congruence (Psychology); *Majority Attitudes; *Mass Media Effects; Media Research; Models; Multivariate Analysis; News Media; Predictor Variables; Press Opinion; *Public Opinion; *Social Attitudes
IDENTIFIERS- *Spiral of Silence Theory

To clarify numerous points of contention surrounding Elizabeth Noelle-Neumann's spiral of silence theory, according to which individuals' media-influenced perception of their congruence or incongruence with dominant opinion determines their willingness to speak out in public, a study examined the relationship between opinion expression, perceived congruence, and several other variables. A telephone survey of opinions on the abortion issue among 432 residents of Madison, Wisconsin, tested the significance of the following factors in the relationship between opinion and expression: (1) individual's perception of the "dominant" opinion both nationally and locally; (2) demographic factors, including political party affiliation; (3) personal knowledge about the issue; (4) personal issue involvement; and (5) previous behavior toward the issue. Multiple regression was used to assess the relative contribution of all of the above factors in predicting willingness to speak out. The results provided only limited support for the spiral of silence theory. The resulting data showed a greater willingness among members of a minority opinion subgroup to publicly express their opinions than was previously recognized, with issue involvement emerging as a consistently significant predictor. The influence of local opinion appeared to be less compelling than the perceived national opinion. The results suggest that the situation in which an individual is supposed to express his or her opinion, the nature of the issue, demographic and psychographic characteristics of the individual, perceptions of majority opinion, and the salience of opinions of other groups, are also significant conditions which should be integrated into future models of opinion expression. Footnotes, references, and tables of data are included. (JG)

ED 284 283 CS 210 732

Burd, Gene
Culture as Advertisement: A Synoptic Survey of Fast Food and Family Communication.
PUB DATE- Aug 87
NOTE- 31p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (70th, San Antonio, TX, August 1-4, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Advertising; *Cultural Context; Cultural Influences; Eating Habits; Family Involvement; *Family Life; *Food; Food Service; Interpersonal Communication; Popular Culture; *Urban Culture; Urban Demography
IDENTIFIERS- Advertising Effectiveness; *Family Communication; *Fast Foods

Exploring the idea that urban culture has changed food sharing practices and, in effect, produced a cultural "advertisement" in the marketing and selling of the fast food franchise, this paper discusses the commercial replication of community and the communion of food sharing in this new fast food culture. Following an introduction that addresses the concerns and alarms raised in much popular literature and by some academic researchers on the changing American culture, the paper explores the notion of "eating as communication," and how family patterns created a market for fast food. The paper then examines changes in urban food use patterns that began with the threat of urban decentralization, growing out of the hegemony of the automobile and the opening up of the interstate highway system in the late 1950s. The paper also considers fast food demographics and presents company officials' descriptions of several fast food chains, along with special techniques or themes that appear in their advertising to convince the whole family to eat together in their restaurants. The fact that fast food establishments have frequently been the focus of urban crime and violence, despite their open, clean, and safe image, is then explored, followed by some thoughts on the future of the fast food culture in American life. The paper closes with a brief thematic summary, emphasizing that to study both the messages of advertisements and the medium of fast food yields more about communication and community than would a separate study of either.

(Six pages of footnotes are appended.) (NKA)

ED 284 309 CS 505 642

Banks, Mark J.; Porter, Gregory S.
Perceptions of Cable Public Access.
PUB DATE- 19 May 87

NOTE- 21p.; Paper presented at the Annual Meeting of the Eastern Communication Association (78th, Syracuse, NY, May 18-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Cable Television; *Community Attitudes; Perception; Programing (Broadcast); *Public Opinion; Public Television; Television Research; *Television Surveys
IDENTIFIERS- *Media Exposure; Media Habits; *Public Access Television; Wisconsin (Milwaukee)

Members of the local community should be aware of public access channels on cable television systems, yet large segments of the public are unaware that they exist. To determine how the medium was perceived in the Milwaukee, Wisconsin area, a study surveyed 226 individuals by telephone, asking if they were aware of public or community access on cable. For respondents who answered negatively, public access was defined as the opportunity for people to produce and show their own programs on cable television, because public access television has many synonyms in practice. Results of the awareness poll indicated that cable subscribers were significantly more likely to express awareness than non-subscribers, and those who lived in areas served by older cable systems or were more educated were even more likely to be aware. After learning of it through mass media information, flipping channels was the most common way people became aware of public access. Respondents were polled for words they associated with public access, then a knowledge instrument was constructed from "true" statements about public access (such as "open to anyone" and "free speech"). Those with more knowledge of public access cable were more likely to agree with the statements, and those with low knowledge were more neutral. (SKC)

ED 283 950 CE 047 525

Lamb, Melissa, Ed.; And Others
Self-Employment Training Programs: Case Studies.
Illinois State Dept. of Commerce and Community Affairs, Springfield.
PUB DATE- Mar 87
NOTE- 31p.; For related documents, see CE 047 524-526.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Business Administration; *Business Education; Case Studies; Community Colleges; Developed Nations; Economic Development; Employment Programs; *Entrepreneurship; *Financial Support; Foreign Countries; Job Development; *Job Training; National Programs; Postsecondary Education; Program Descriptions; *Small Businesses; State Programs
IDENTIFIERS- England; France; *Self Employment

This self-employment training program case study booklet has been developed for general use in exploring the feasibility of this kind of development tool. The case studies describe a number of comprehensive, self-employment training and assistance programs, from the local to the national level. Chapter II includes information on the training plan, curriculum, recruitment and screening processes, financing mechanisms, and successful business start-ups of six programs. Chapter III outlines the small business curricula of 10 Illinois community colleges. Chapter IV describes five potential sources of funding for an Illinois program; the training, counseling, or administrative aspects that may be funded with these sources; eligible individuals to receive the training; and points of contact in securing funding for a training program through these sources. Chapter V focuses on programs in other states. Eight program descriptions include information on the structure of training programs, the technical and followup assistance provided, and each program's successful business start-ups. Chapter VI describes public and private, national and international programs: the unemployment assistance systems of England and France, which have integrated self-employment; an attempt to establish a similar program in the United States; and a Hawaii program. (YLB)

ED 283 978 CE 047 646

Jensen, Mary; And Others
Rehabilitation Associate Training for Employed Staff. Goals and Objectives (RA-4).
Ellsworth Community Coll., Iowa Falls, IA.; Wisconsin Univ.-Stout, Menomonie. Stout Vocational Rehabilitation Inst.
SPONS. AGENCY- Rehabilitation Services Administration (ED), Washington, DC.
PUB DATE- 82
NOTE- 41p.; For related documents, see CE 047 642-655.
GRANT- 44-P-81418/7-02
AVAILABLE FROM- Materials Development Center, Stout Vocational Rehabilitation Institute, University of Wisconsin-Stout, Menomonie, WI 54751.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Behavioral Objectives; *Counselor Training; *Individualized Education Programs; Individualized Instruction; *Inservice Education; Instructional Development; Learning Activities; Learning Modules; Postsecondary Education; *Rehabilitation Counseling; Sequential Approach; *Vocational Rehabilitation
This learning module, which is intended for use in in-service training for vocational rehabilitation counselors, deals with the specifics of writing client goals and objectives that satisfy applicable standards for accreditation. The following topics are discussed: determining goals; writing goals; enroute objectives (condition, criterion, behavior, nonobservable and observable action verbs, and ambiguous verbs); and sequencing objectives (cumulative programming and ways of changing conditions). Practice exercises for writing and sequencing objectives are also included.

(MN)

ED 283 993 CE 047 693

Geriatric Service Worker.
Seton Hill Coll., Greensburg, Pa.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Adult Education.
PUB DATE- 87
NOTE- 35p.; For a related document, see CE 047 694.
GRANT- 93-7007
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Aging (Individuals); *Allied Health Occupations; Communication Skills; Competency Based Education; Educational Gerontology; Field Experience Programs; *Geriatrics; Health Education; Learning Modules; *Medical Services; Nursing; Nursing Homes; Nutrition; Older Adults; Postsecondary Education; *Skill Development
IDENTIFIERS- *Geriatric Workers

This curriculum for training geriatric service workers is designed to incorporate additional communication and group skills along with the basic knowledge and skills necessary to work with older adults. The curriculum is organized in four modules. Each module is assigned a time frame and a credit unit base. The modules are divided into four major areas: knowledge, practical skills, professionalism/self-awareness, and integration. The knowledge module contains four units that cover the life process, needs of older adults, nutrition, physical and mental illness, fire and other safety factors, abuse, and communication. The practical skills module contains four units that cover personal care, medications and dressings, health assessments, ambulation, home management, and communication skills. The three units of the self-awareness and professionalism module cover these competencies: the health care team, understanding feelings, attitudes and needs, death and dying, recognizing one's own values and fears, stress and burnout, and employment opportunities. The final module contains four units on integration of skills (field experience). Each of the units includes a goal, objectives, learning activities, and competencies. A bibliography of selected materials completes the curriculum guide. (KC)

ED 284 021 CE 047 829

International Consultation on Micro-Chip Technology: Its Impact on the Lives of Women Workers. Summary of Proceedings (Manila, Philippines, October 5-15, 1986).
Participatory Research Group, Toronto (Ontario).
SPONS. AGENCY- International Council for Adult Education, Toronto (Ontario).
PUB DATE- Oct 86
NOTE- 57p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Electronics Industry; *Employed Women; Foreign Countries; Global Approach; Influences; *International Programs; Linking Agents; *Microcomputers; *Social Networks; *Technological Advancement; Work Environment
IDENTIFIERS- Impact Studies

An international consultation was attended by 40 women workers, educators, and organizers who work directly with women affected by the new "global assembly line" that has developed as a part of the microchip technology industry. The women, who represented 12 countries, shared information and organizing experiences and worked to consolidate an international network and strategy to continue the struggle with the global impact of microtechnology. The meeting began with a five-day exposure to the Philippines followed by four days of formal meetings that included reports on the social, economic, and political context of each country and the situation in the microchip industry. Small group workshops connected workers from different regions who worked for the same corporations and/or on similar issues. A panel discussion on regional and international networking, a group strategy session, and a closing fiesta were also held. The consultation was based on the concept of a global assembly line linking workers around the world that begins in North America, Europe, and Japan; continues in the developing nations; and returns to the developed nations. Special attention was placed on the fact that the microchip industry is creating new and serious health hazards in the work environment, making work increasing more routine, leading to new forms of management control, and creating the prospect of massive unemployment. (MN)

ED 284 050 CE 047 880

Clark, Renee Smith
Academic Achievement of GED Graduates of the Community College of Allegheny County.
PUB DATE- 24 Jul 87
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Adult Students; *Credentials; Employer Attitudes; *High School Equivalency Programs; *High School Graduates; High Schools; High School Students; *Outcomes of Education; *Student Attitudes; Two Year Colleges
IDENTIFIERS- Community College of Allegheny County PA; General Educational Development Tests
The tests of General Education Development (GED) provide adults with opportunities to attend and graduate from postsecondary institutions. A study investigated the academic achievement of GED recipients compared to that of high school diploma (HSD) students graduating from the Community College of Allegheny County (Pennsylvania) between June 1985 and August 1986. The t-test for independent sample means was employed to test the hypothesis that GED students graduate with higher cumulative grade-point averages (GPAs) than do HSD students. A total of 112 student EPAs were measured: 56 GED and 56 HSD students. According to study results, no significant difference was found to exist between mean cumulative GPAs of GED and HSD graduates. The theoretical framework of credentialism underlies the study's significance. Both GED and HSD students perceived the importance of obtaining the degree as a passport to the world of employment and college; employers also perceive the high school diploma as the minimum credential necessary for employees. (Author/KC)

ED 284 077 CG 020 009

Gilbert, Glen G.; Ziady, Merrie
Experiments and Demonstrations in Smoking Education.
Portland State Univ., OR. Center for Public Health Studies.
SPONS. AGENCY- Center for Health Promotion and Education (CDC), Rockville, MD. Office on Smoking and Health.
PUB DATE- 87
NOTE- 79p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Demonstrations (Educational); Elementary School Students; Elementary Secondary Education; *Experiments; *Health Education; Secondary School Students; *Smoking; *Tobacco

This document contains experiments, demonstrations, and descriptions of computer software that may be useful in smoking education. Strategies are presented so that instructors can select the ones that are appropriate for their target populations. Experiments and demonstrations on the effects of smoking presented in this book are appropriate for elementary and secondary school students. Each of the 39 experiments or demonstrations includes descriptions of the purpose, appropriate age group, equipment, procedure, and discussion points; most include black and white illustrations. Some of the topics included are: (1) operation of healthy and diseased lungs; (2) accumulation of tar; (3) lung capacity; (4) simulation of reduction in taste and smell; (5) effects of cigarette smoke on plants; (6) smokeless tobacco effects; (7) effects of smoking on skin temperature; (8) smoking and blood pressure; (9) carbon monoxide levels of smokers versus non-smokers; (10) nicotine's effect on living organisms; (11) smoking and Vitamin C; (12) making a smoking machine; and (13) effects of carbon monoxide on blood. A listing of software for smoking education, a reference list for smoking education, and a resource list of agencies interested in smoking education are included. (ABL)

ED 284 091 CG 020 024

Dillard, Carole D.; And Others
Health Economics Research: An Annotated Bibliography.
National Center for Health Services Research and Health Care Technology (DHHS/PHS), Rockville, MD.
REPORT NO.- DHHS-PHS-87-3410
PUB DATE- Mar 87
NOTE- 92p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Delivery Systems; *Economics; *Health Facilities; Health Insurance; *Health Services; Hospitals; Income; *Medical Services; Technology
IDENTIFIERS- *Health Care Costs; Long Term Care
This annotated bibliography lists books and journal articles published since 1976 which deal with health economics and which are based on health services research supported by the National Center for Health Services Research (NCHSR). Articles prepared by NCHSR staff are listed as intramural. All other articles cite the NCHSR grant or contract number that supported the research. The 193 citations appear alphabetically by author in one of seven categories according to their primary focus. "Alternative Delivery Systems" contains citations concerning health maintenance organizations, preferred provider organizations, freestanding emergency and ambulatory centers, and multihospital systems. "Hospital Economics" includes citations on rural hospitals, reimbursement, facility planning, market structure/competition, cost analysis, or casemix measurement. References to works on demand for services, indigent care, or access are included in "Income and Health." Citations under "Insurance/Financing" deal with the insurance industry, coverage/benefits, Medicare/Medicaid, corporate health plans, or catastrophic costs. Articles under "Long-Term Care" cover insurance/financing, alternative care settings, cost analysis, and deinstitutionalization. "Practice Patterns and Productivity" contains articles on variations in medical practice, supply/distribution of physicians, and the role of the non-physician. "Technology Assessment" includes articles on cost-effectiveness analysis, cost-benefits analysis, cost of illness, and diffusion of technology. (NB)

ED 284 174 CS 008 856

Foley, Christy L.
Four Longitudinal Studies of the Starter Approach, a Beginning Reading Strategy for Nonreaders.
PUB DATE- May 87
NOTE- 14p.; Paper presented at the Annual Meeting of the International Reading Association (32nd, Anaheim, CA, May 3-7, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Adult Reading Programs; *Beginning Reading; Elementary Secondary Education; Individualized Reading; Longitudinal Studies; Nonformal Education; Reading Aloud to Others; *Reading Instruction; *Reading Programs; Reading Research; Remedial Reading; Story Reading; Teaching Methods
IDENTIFIERS- *Starter Approach to Reading
To highlight the versatility of the Starter Approach to reading, a one-on-one beginning reading strategy for use with a nonreader of any age, this document describes the approach in detail and then briefly describes four longitudinal studies that used it. The introduction notes that the procedure combines successful components of popular, innovative reading strategies such as the language experience approach, echo reading, and repeated readings in a multi-modality reading technique. The next section outlines the six-step Starter Approach, which proceeds in the following sequence: (1) the student dictates a story to a teacher or literacy volunteer; (2) the teacher reads the student text aloud, tracking while the student listens and follows along; (3) the teacher and the student orally read the text together; (4) the student reads the text orally; (5) sight words from the student text which are recognized in isolation are filed in a word bank; (6) the teacher and student review previous stories and word bank terms. The next section of the document discusses transfer from dictated language experience stories to published reading materials, showing how steps 2-4 of the Starter Approach can be adopted to these readings. The document's final section describes the results of applying the Starter Approach in four diverse instructional settings; first, with a fourth grade nonreader; second, with a kindergarten class; third, with an adult ronreader; and fourth, with a second grade nonreader. The conclusion reiterates the strengths of the approach: unison oral reading, use of repeated reading, emphasis on building a strong sight word vocabulary, and ease of implementation. (SKC)

ED 284 269 CS 210 716

Applegate, Edd
Writing for the Mass Media: A Selected, Annotated Bibliography of Audio-Visual Materials.
PUB DATE- Jun 87
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Audiovisual Aids; Audiovisual Communications; Audiovisual Instruction; Course Content; *Educational Media; *Expository Writing; *Films; Higher Education; Journalism; Mass Media; *News Media; News Reporting; News Writing; *Writing for Publication; Writing Instruction
IDENTIFIERS- *Media Courses

Designed to help college instructors of media writing choose appropriate audiovisual materials for a basic course, this annotated bibliography presents 26 entries that cover diverse aspects of journalism. Films cited cover topics from the technical and legal aspects of journalism to television newswriting and police reporting. Citations are alphabetical, and briefly describe the film and furnish ordering information. (NKA)

ED 284 296 CS 210 749

Fulwiler, Toby, Ed.
The Journal Book.
REPORT NO.- ISBN-0-86709-175-4
PUB DATE- 87
NOTE- 402p.
AVAILABLE FROM- Boynton/Cook Publishers, Inc., 70 Court St., Portsmouth, NH 03801 ($16.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Art Education; *Content Area Writing; Elementary Secondary Education; English Instruction; Higher Education; Humanities Instruction; Mathematics; Music; Physics; *Self Expression; Teacher Student Relationship; *Teaching Methods; *Writing Exercises; Writing Instruction
IDENTIFIERS- Dialogue Journals; *Journal Writing; *Student Journals

Essays on the use of journal writing in the classroom are presented in four sections: the language of speculation, journals in the teaching of English, the arts and humanities, and the quantitative disciplines. Titles and authors are as follows: (1) "Dialectical Notebooks and the Audit of Meaning" (A. E. Berthoff); (2) "Desert Island Discourse: The Benefits of Ignoring Audience" (P. Elbow and J. Clarke); (3) "Not in Utopia: Reflections on Journal-Writing" (G. Summerfield); (4) "Writing to Learn" (P. D'Arcy); (5) "The Power of Responding in Dialogue Journals" (J. Staton); (6) "Logs for Learning: Writing in One English School" (P. Medway); (7) "'Of Myself, for Myself'" (P. Stillman); (8) "A Brief History of Journal Keeping" (S. Lowenstein); (9) "The Role of Journals in the Interpretive Community" (P. Belanoff); (10) "Losing Control and Liking It: Journals in Victorian Literature" (L. Gatlin); (11) "The Journal Conference: From Dialectic to Dialogue" (G. Lindberg); (12) "Exploring the Inner Landscape: The Journal in the Writing Class" (M. J. Dickerson); (13) "Golden Notebooks, Blue Notebooks: Re-Readings" (J. F. Summerfield); (14) "Reinvigorating a Tradition: The Personal Development Journal" (C. Burnham); (15) "Building a Dining Room Table: Dialogue Journals about Reading" (N. Atwell); (16) "I Hear Voices: The Text, The Journal, and Me" (P. Tashlik); (17) "Respecting Opinions: Learning Logs in Middle School English" (V. Davala); (18) "I Have a Loose Tooth and Other Unphotographable Events: Tales from a First Grade Journal" (R. Nathan); (19) "Writing and Learning, Grade Three" (T. Fulwiler) and "Still Writing and Learning, Grade Ten" (M. Fulwiler); (20) "Fifth Grade Journals: Results and Surprises" (P. McGonegal); (21) "Choice Produces Results" (B. Reif and J. S. Davis); (22) "Journals in the Teaching of History" (H. Steffens); (23) "It's Not Just the Writing" (B. M. Mulholland); (24) "The Honest Voice of Inquiry: Teaching Folklore through Writing" (R. Sweterlitsch); (25) "A Journal in the Arts" (C. Thaiss); (26) "Documenting the Aesthetic Experience: The Music Journal" (C. M. Larson and M. Merrion); (27) "Music Journals" (J. Ambrose); (28) "Student Journals and the Goals of Philosophy" (O. T. Kent); (29) "The Philosophical Journal: Three Case Studies" (S. M. North); (30) "Journal Writing as Person Making" (F. Halberg); (31) "What's a Horny? or, Writing and Counseling in the Middle School" (L. Fulwiler); (32) "The Team Journal" (J. Graybeal); (33) "Letting Them Write When They Can't Even Talk? Writing as Discovery in the Foreign Language Classroom" (K. W. Sandler); (34) "How Writing Helps Physics Students Become Better Problem Solvers" (J. Grumbacher); (35) "Writing in College Physics" (V. Jensen); (36) "Focused Learning in Chemistry Research: Suzanne's Journal" (G. Meese); (37) "Mathematics Journals: Fourth Grade" (B. Schubert); (38) "The Mathematics Workbook" (S. BeMiller); (39) "Academic Journals and the Sociological Imagination" (H. Allen and L. Fauth); (40) "Journals and Political Science" (D. Brodsky and E. Meagher); (41) "Journals in Economic Geography" (B. H. Baltensperger); and (42) "There's a Place for a Log in the Office" (K. M. Hickman). (HTH)

ED 283 937 CE 047 190

Smith, Joan Hampton
The Role of Vocational Adult Education in Promoting the Successful Employment of Women: A British Perspective.
PUB DATE- May 87
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adults; *Adult Vocational Education; Education Work Relationship; *Employment; *Females; Foreign Countries; *Role of Education; Sex Fairness; *Womens Education
IDENTIFIERS- *Great Britain
Vocational education specifically for women in Great Britain has a history that parallels the role of women in society. Many of the current problems of vocational training and advancement stem from the attitudes and economic conditions of the past. Until the present, vocational adult education had played varying roles in the facilitation of meaningful employment. In vocational training today in Great Britain, educators are finding that women entering the labor market have many common problems including a lack of appropriate education, a lack of employment and mobility of opportunity, and a lack of self-confidence to pursue successful careers. Successful programs for women should address all of these areas. Both bridging and vocational programs offered by a variety of sponsors in Great Britain are described. Bridging programs introduce women to the working world and to vocational opportunities before actual vocational programs are begun. Some of the vocational education for women in Great Britain has been successful in limited ways. Four major areas of need are financing, recruiting, program planning, and equal opportunity. (YLB)

ED 283 965 CE 047 627

Proceedings of the Symposium on Training of Nuclear Facility Personnel (7th, Orlando, Florida, April 27-30, 1987).
American Nuclear Society, Hinsdale, Ill.; Oak Ridge National Lab., Tenn.
SPONS. AGENCY- Department of Energy, Washington, D.C.
REPORT NO.- CONF-870406
PUB DATE- Apr 87
NOTE- 494p.; Some pages contain light type.
CONTRACT- DE-AC05-840R21400
AVAILABLE FROM- Oak Ridge National Laboratory, P.O. Box X, Bldg. 3037 MS-015, Oak Ridge, TN 37831 ($20.00).
LANGUAGE- English
EDRS Price - MF02/PC20 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143)
DESCRIPTORS- Education Work Relationship; Energy Occupations; *Job Performance; *Job Training; *Nuclear Energy; *Nuclear Power Plants; *Nuclear Power Plant Technicians; Postsecondary Education; *Program Improvement; Technical Occupations; Training Methods; Vocational Education

These proceedings contain program highlights as well as 45 papers given during six sessions of the Symposium on Training of Nuclear Facility Personnel. The six sessions are entitled: (1) the training challenge; (2) influences on nuclear training; (3) the human factors--training partnership and factors affecting job performance; (4) current training methods and the training-education partnership; (5) emerging training techniques and evaluation to improve performance; and (6) measuring training's impact. Selected non-overlapping paper titles are listed as follows: "The Impact of Accreditation on Public Service Electric and Gas Company" (Hanson); Training-Related NUMARC Activities" (Holyoak); "Training and Plant Performance" (Coe); "Nuclear Training from the NSSS Owners Group Participation" (Hine); "NCR Influences on Nuclear Training" (Hannon); "Personnel Selection and Emotional Stability Certification" (Berghausen); "Application of Human Factors Design Review Principles and Data to Training" (Duquette); "Improved Human Performance through Appropriate Work Scheduling" (Morisseau); "The Training Department's Role in Human Factor Analysis during Post-Trip Reviews" (Goodman); "Non-Training Related Causes of Personnel Performance Problems" (Zaret); "Mental Models for Expert Systems to Technology of Training" (Blackman); "Situations That Can Help One to Fail an NRC Exam" (McMillen); "Utilizing a Microcomputer Based Test Bank" (Hamel); "The Role of Simulator Training in Developing Teamwork and Diagnostic Skills" (Grimme); "The Use of Videotaping during Simulator Training" (Helton); "ITC Maintenance Training Simulators" (Shilmover); "Job Relevance of Engineering and Specialized Educational Programs for Licensed Reactor Operators" (Melber); "Experiences in Solving the Challenges of On-Site Technical Degree Programs" (Christenson); " A Team Training Process for Nuclear Power Plant Technicians" (Macris); "Evaluation of Team Skills for Control Room Crews" (Gaddy); "Development of PWR and BWR Event Descriptions for Nuclear Facility Simulator Training" (Carter); "Maintenance Training" (Bushall and Shaw); "Effective Training for the Nuclear Field Using Computers" (Forrer); "Computer Aided Video Instruction and Operational and Functional Trainers for NPP Personnel Training" (Martin); "Comparing Interactive Videodisc Training Effectiveness to Traditional Training Methods" (Kenworthy); "Accreditation Self-Evaluation" (Fritchley); "Training Effectiveness Feedback" (Wiggin); "Using Evaluation and Feedback to Improve Performance" (Ketcham); "Survey of Training's Impact" (Corfield); and "Initiatives in Training Evaluation in Industries Other than Nuclear Utilities" (Allen). (KC)

ED 284 064 CE 047 903

Martin, Larry G.
Youthful High School Noncompleters: Enhancing Opportunities for Employment and Education. Information Series No. 316.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 87
NOTE- 65p.
GRANT- G008620030
AVAILABLE FROM- National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. IN 316--$7.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Adult Basic Education; Adult Literacy; Case Studies; Dropout Characteristics; *Dropout Programs; *Dropouts; Intervention; Job Placement; *Job Training; *Literacy Education; *Nontraditional Education; Outcomes of Education; Program Development; Program Effectiveness; Program Improvement; Secondary Education; Transitional Programs

High school noncompletion is a complex problem that requires complex solutions that schools are often inhibited from implementing quickly. Alternative educational services are often necessary for students who are able to complete high school but who find school an unrewarding place in which to learn. A loose network of public and private programs has evolved that are intended to provide noncompleters with opportunities to make a successful school-to-work transition. These include employment and training, adult literacy, and alternative high school programs. Research findings indicate that successful programs share the following characteristics: longer-term efforts as opposed to short-term, intensive preemployment counseling, a combination of training and academic assistance, emphasis on basic academic skills, self-paced or staff-intensive training, and collaborative relationships with other agencies and programs. Examples of successful intervention programs include Youth Chance in San Francisco, the Adult Education Dropout Project of Kansas City, and the Career Intern Program (an alternative high school program) that was originally established in Philadelphia. Employment and educational opportunities for dropouts could be enhanced by guaranteeing continuous funding as long as programs demonstrate success, creating a point system for increased financial rewards for programs with successful recruitment and retention records, and encouraging programs to develop linkages with community-based organizations. (MN)

ED 284 310 CS 505 645

Burns, Gary
Historical Development of Television Aesthetics/Television Theory.
PUB DATE- 4 Apr 85
NOTE- 27p.; Paper presented at the Annual Meeting of the Popular Culture Association (Louisville, KY, April 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Aesthetic Values; Cultural Influences; Mass Media; *Popular Culture; Technological Advancement; *Television; Television Research; Theories
IDENTIFIERS- Aesthetic Response; *Television History; Television Role; *Television Theory

Even though television scholar Herbert Zettl singlehandedly created the term "television aesthetics" by proclaiming that TV is an art, television studies are still excluded from the respectable divisions and disciplines of knowledge. Television is considered the epitome of mass culture/kitsch, and the very idea of a TV "masterpiece," for example, is improbable. "Television theory" would be a preferable label for a field of study that has been developing in isolated strands since the 1930s, and which can be divided into roughly four stages: (1) through the early 1950s--the main theoretical question was whether TV is itself an art or merely a "transmission device" for the other arts; (2) early 1950s to early 1960s--the Golden Age of TV proved that its dramatic form can be artistically powerful; (3) early 1960s to early 1970s--TV penetration into American homes reached 99% by the 1970s; and (4) early 1970s to the present--video art and low-cost technology proliferated. Marshall McLuhan noted that most thinking about a new medium is done in terms of old media. As television theory develops, new concepts of what TV is, how it got to be that way, why it remains that way, and how and why to change it, will be formulated. (Footnotes, a very extensive chronological bibliography of works related to television theory, and a comprehensive list of production books and dissertations are appended.) (NKA)

ED 283 951 CE 047 526

Muzzo, John F., Ed.; And Others
Entrepreneurship Education Materials.
Illinois State Dept. of Commerce and Community Affairs, Springfield.
PUB DATE- Jul 87
NOTE- 29p.; For related documents, see CE 047 524-525.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adult Education; Advertising; Annotated Bibliographies; *Business Administration; *Business Education; Case Studies; Courseware; Educational Resources; *Entrepreneurship; Instructional Materials; Job Training; Marketing; Microfiche; *Program Development; *Small Businesses; Tests; Videotape Cassettes
IDENTIFIERS- *Self Employment

This annotated bibliography is intended to provide instructors and trainers with a variety of materials that may be used to design or supplement a self-employment/small business management training program. The materials listed include lesson plans, handbooks, workbooks, textbooks, tests, test keys, instruction guides, videocassettes, pamphlets, brochures, computer programs, and microfiche. Resources are grouped according to topic. Chapter I includes general informational materials with which the instructor can assist and challenge students to consider the larger view of starting and operating a a business. Chapter II provides resources concerning regulating and legal issues for both instructor and student. Financial and economic issues are covered in Chapter III. Chapter IV lists resources containing case studies of individuals who have succeeded in business and those who have failed--and why. Chapter V provides tips and training techniques to improve small business marketing for start-ups and established operations. Resources in Chapter VI discuss general planning for the training program and its business owners. Chapter VII lists several American Management Associations offerings with specific information on curriculum development. Chapter VIII includes materials that may be particularly helpful in training/teaching entrepreneurs. Chapter IX lists miscellaneous resources of interest to the teacher or entrepreneur. (YLB)

ED 284 008 CE 047 723

Grimes, John W.; Scalise, Joseph J.
An Analysis of Variables Affecting High School Students' Vocational Choices.
University of Southwestern Louisiana, Lafayette.
SPONS. AGENCY- Louisiana State Dept. of Education, Baton Rouge. Div. of Vocational Education.
PUB DATE- Jun 86
NOTE- 54p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Career Choice; *Course Selection (Students); Demography; *Enrollment Influences; Geographic Location; High Schools; *High School Students; *Predictor Variables; State Surveys; *Student Characteristics; Vocational Education
IDENTIFIERS- *Louisiana
A study examined the individual, demographic, and significant vocational trait-factors associated with curriculum selection by students enrolled in vocational courses in Louisiana high schools. The study was intended to result in model information (in the form of baseline profiles of individuals by curriculum and geographic area) that vocational teachers could use to strengthen vocational programs. The Vocational Interest Checklist and the Bennett Mechanical Comprehension, Minnesota Clerical, and Sixteen Personality Factor Questionnaire tests were used to gather data for the profiles. The study sample consisted of students (mostly between 15 and 18 years old) enrolled in business, home economics, agriculture, industrial arts, and drafting programs. Almost 20 percent of the sample indicated modeling as their preferred occupation, with performing dancer being the second most popular choice (in three of the four geographical locations examined). Students enrolled in an agriculture program were the most consistent in identifying choices closely related to their field of study. Students living in the southeastern part of the state scored significantly higher on the Bennett Mechanical Comprehension Test than did those in other parts of the state, and students from the southwestern portion of the state outscored their counterparts on the verbal section of the Minnesota Clerical Test, whereas students from the northwestern part of the state scored highest on the numerical section. In both cases students in business courses received the highest scores. Ethnic background and socioeconomic status did not appear significant. Only tentative conclusions could be drawn from the scores on the personality test. (MN)

ED 284 036 CE 047 855

Business Education Manual for Administrators, Counsellors, and Teachers.
Alberta Dept. of Education, Edmonton. Curriculum Branch.
REPORT NO.- ISBN-0-920794-53-X
PUB DATE- 87
NOTE- 116p.; For related manuals, see CE 047 851-854.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Business Education; Course Descriptions; *Course Organization; *Curriculum Development; Educational Facilities; *Educational Planning; Educational Resources; Equipment; Foreign Countries; Inservice Teacher Education; Secondary Education; *Student Evaluation; Teaching Methods
IDENTIFIERS- *Alberta
This manual is designed to summarize the main features of the Alberta, Canada business education program and to make suggestions regarding the efficient management of resources, facilities, and equipment. The manual begins with overview materials that present the business program's rationale and philosophy, goals and objectives, an overview of the program, a schematic overview of the program, and objectives of related junior high school programs. Following these introductory materials, the manual is organized in six parts. The first part provides information on planning the business education program, including an overview of structure, matrix, course sequences, integrating computers, sample school programs, articulation, and student awards and scholarships. Part II provides guidelines for planning business education courses, and the third part contains an overview of the various subjects that make up the business curriculum. Part IV provides information on student evaluation; Part V covers the use of resources, including equipment and facilities. Professional development is the topic of the final section of the manual. Six appendixes provide forms useful in planning the business education program. (KC)

ED 284 092 CG 020 025

Crohn, Leslie
Meeting the Needs of Youth at Risk: Public Policy and Interagency Collaboration. Conference Proceedings (Portland, Oregon, March 4-5, 1987).
Northwest Regional Educational Lab., Portland, Oreg.
PUB DATE- Apr 87
NOTE- 36p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Adolescents; *Agency Cooperation; Children; Delinquency; Drinking; Dropouts; Drug Use; Early Parenthood; *High Risk Persons; *Needs Assessment; Potential Dropouts; *Public Policy; *Youth Problems

This document contains materials from a conference designed to examine policy issues related to potential dropouts, youth offenders, drug and alcohol abusers, teenage parents, young children at risk, unemployed youth, and compensatory education. A brief overview of the 2-day conference is followed by summaries of each of the conference's presentations: (1) "Youth at Risk: A National Concern" (Frank Newman); (2) "Potential Dropouts" (Edward Meade); (3) "Youth Offenders" (Eugene Bayard Edgar); (4) "Drug and Alcohol Abusers" (Michael Buscemi); (5) "Teen Parents" (Joy Dryfoos); (6) "Early Intervention for Young Children at Risk" (Jule Sugarman); (7) "Unemployed Youth" (Lynn Curtis); (8) "Policy Options Related to Compensatory Education" (Alfred Rasp); (9) "Drug and Alcohol Abuse Survey Results" (Jeffrey Kushner); (10) "Serving Youth at Risk through Comprehensive State Policies" (Frank Brouillet, panel presentation); (11) "Exemplary Interagency Approaches" (Matthew Prophet); (12) "Effective Interagency Approaches to Meet the Needs of Youth at Risk" (panel presentation); and (13) "Spotlight on Exemplary Programs, Practices and Policies to Meet the Needs of Youth at Risk" (small group sessions). A conference summary, evaluation, and videotape order form are included. (NB)

ED 284 106 CG 020 039

Scharlach, Andrew E.
Social Support among Nursing Home Residents: Evaluation of a Peer Counselor Training Program.
PUB DATE- Mar 84
NOTE- 16p.; Paper presented at the Annual Meeting of the Western Gerontological Society (30th, Anaheim, CA, March 17-21, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adjustment (to Environment); *Counselor Training; *Institutionalized Persons; Interpersonal Competence; *Nursing Homes; *Older Adults; *Peer Counseling; Program Effectiveness; Quality of Life; *Social Support Groups
Although research has demonstrated the potentially salutary effects of peer support among older persons, salutary peer support and significant interpersonal bonds are often lacking within the confines of a nursing home. A program was designed to train nursing home residents to serve as peer counselors for newly-admitted residents in an effort to provide social support for new residents, facilitate new residents' adjustment to institutionalized living, and provide current residents with a meaningful volunteer role. Six male and 24 female nursing home residents volunteered for the study. Fifteen residents received peer counselor training and 15 residents served as controls. Recipients of the peer counseling services were 15 newly-admitted residents. Another 15 new admissions served as controls. The appearance of the 30 volunteer residents was rated by a staff member at the start of training and again 4 weeks after completion of training. An occupational therapist rated the social adjustment and physical functioning of the 30 new admissions at time of admission and again 2 months later. Empirical and anecdotal evidence indicated that peer counselor trainees and new residents who received counseling improved somewhat on measures of social functioning when compared to controls. These findings highlight the need for further attempts to understand and promote social support and social competence among institutionalized elderly adults. (NB)

ED 284 120 CG 020 053

Kral, Ron
Getting Ahead by Turning 180 Degrees: Brief Therapy in the Public Schools.
PUB DATE- 5 Mar 87
NOTE- 10p.; Paper presented at the Annual Meeting of the National Association of School Psychologists (New Orleans, LA, March 4-8, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Change Strategies; *Counseling Techniques; Counselor Role; *Elementary Secondary Education; Models; *Public Schools; *School Psychologists; Student Development; *Systems Approach; Therapy
IDENTIFIERS- *Solution Focused Brief Therapy
This paper presents the basic premises of Solution Focused Brief Therapy, a model of intervention based on systems theory, and how this approach is uniquely suited to the needs of school psychologists within a public school setting. Five key principles are described: (1) complaints are interaction based; (2) change in one part of the system leads to system-wide changes; (3) small change is all that is necessary; (4) emphasize cooperation and compliments; and (5) make the exception the rule. Following the description of these principles, a short case example is given which highlights this brief therapy approach. The school psychologist is challenged to think "180 degrees" differently by emphasizing the solution to a problem rather than investigating or emphasizing the problem itself. A brief rationale for the utility of this model in public schools is provided. References for further study are listed. (Author/NB)

ED 284 134 CG 020 067

Barro, Stephen M.; Kolstad, Andrew
Who Drops Out of High School? Findings from High School and Beyond.

Contractor Report.
SPONS. AGENCY- Center for Education Statistics (OERI/ED), Washington, DC.
REPORT NO.- CS-87-397c
PUB DATE- May 87
NOTE- 70p.
CONTRACT- OE-300-83-0256
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Black Students; *Dropout Characteristics; Dropout Research; *Dropouts; Economic Factors; Educational Experience; Ethnic Groups; Family Influence; High Schools; *High School Students; Hispanic Americans; *Influences; *Racial Differences; Rural Urban Differences; Sex Differences; Student Behavior; White Students
IDENTIFIERS- *High School and Beyond (NCES)

This document contains the final report on a study of factors associated with dropping out of high school. The analyses presented are based on data from the initial and first follow-up rounds of the High School and Beyond survey of the sophomore class of 1980. The introductory chapter discusses the background of the dropout problem and influences on dropping out. Chapter II describes the database and research methodology used in the study. Chapter III deals with overall dropout rates and variations by race/ethnicity and sex. Chapters IV through VII all deal with particular sets of influences on the dropout rate: chapter IV covers socioeconomic and other family background factors; chapter V examines locational and economic factors; chapter VI looks at school factors and educational experiences; and chapter VII considers certain student behaviors and choices. Each of these chapters presents both descriptive statistics on the dropout rates associated with different values of the variables in question and estimates from multivariate models of net effects of the variables on the probability of dropping out. Each chapter also presents separate results for the six race/ethnicity-sex groups defined by classifying students as male or female and as White, Black, or Hispanic, as well as results for all groups combined. Observations on intergroup differences in patterns of dropping out are included. (NB)

ED 284 148 CG 020 081

Bennett, William J.
Sex and the Education of Our Children.
Family Research Council of America, Inc., Washington, DC.
PUB DATE- Jan 87
NOTE- 15p.; Transcript of an address delivered at the National School Boards Association Meeting (Washington, DC, January 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Children; Early Parenthood; *Elementary Secondary Education; *Ethical Instruction; Ethics; Sex; *Sex Education; *Sexuality; Values; *Values Education
Schools, teachers, and principals must help develop good character by putting children in the presence of adults of good character who live the difference between right and wrong. Sex education is about character; in a sex education course issues of right and wrong should occupy center stage. In too may cases, however, sex education in American classrooms is a destructive experience. Statistics such as the number of teenage pregnancies illustrate how boys and girls are mistreating one another sexually. Many sex education courses offer the illusion of action, relaying only technical information and possible outcomes" are devoid of moral content. This kind of teaching displays a conscious aversion to making moral distinctions; it encourages students not to make the "right" decision, but the "comfortable" decision. Most American parents value postponing sex and raising children in the context of marriage. Despite this fact, some say that teenage sex is such a pervasive reality that there is nothing to be done but to make sure that students are supplied with contraceptives. But schools are supposed to be better and to point to a better way. Research has shown sexual behavior to be connected to self-perception and experience has shown that values are teachable. Students must learn that sexual activity involves men and women in all their complexity; in fact, sex may be among the most value-loaded of human activities. Sex education courses should: (1) teach children sexual restraint; (2) teach that sex is not simply a physical act; (3) speak of sex within marriage; and (4) welcome parents and other adults as allies. Finally, it is crucial that sex education teachers offer examples of good character, by the way they act and by the ideals and convictions they must be willing to articulate to students. (ABL)

ED 284 162 CS 008 605

Rush, R. Timothy; Milburn, James L.

Training Students in an Occupational Training Program to Self-Regulate Reading Comprehension.

PUB DATE- 3 Dec 86
NOTE- 14p.; Paper presented at the Annual Meeting of the National Reading Conference (36th, Austin, TX, December 2-6, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Colleges; *Content Area Reading; Evaluation Methods; Job Skills; Job Training; Literacy; Metacognition; Postsecondary Education; *Reading Comprehension; *Reading Improvement; *Reading Instruction; Reading Skills; *Reading Strategies
IDENTIFIERS- Comprehension Monitoring; Metacomprehension; *Reciprocal Teaching; Self Regulation

A pilot study assessed the effects of training in self-awareness and self-regulation on the reading comprehension of students in a postsecondary occupational training program. Subjects, 11 students enrolled in a community college technical training program in welding, were given training sessions that provided practice in metacognitive methods through reciprocal teaching and four comprehension monitoring/regulating techniques--self-questioning, summarizing, predicting, and critical evaluation of text. During each intervention session, they were required to read a 1,000- to 1,500-word passage of expository technical prose. At the end of each session, subjects answered evaluation questions on a different 500-word passage of similar readability in another technical content area. Both a pretest and posttest were administered. The pretest mean ranked the group in the lowest three percent of college freshman, but the posttest mean was nearly double the pretest mean, placing the group in the lower quartile. Findings suggest that, although substantial growth in achievement was indicated, lack of a control group left no basis for comparison. Findings also suggest that the average achievement of the subjects on the pretest was low enough to indicate that regression to the mean contributed substantially to posttest improvement. (A table of data and references are appended.) (NKA)

ED 284 189 CS 008 883

E.C.I.A. Chapter 1 Children's Art Carnival Creative Reading Program: 1985-86. Final Evaluation Report.
New York City Board of Education, Brooklyn. Office of Educational Assessment.
PUB DATE- Jun 87

NOTE- 67p.; Prepared by the O.E.A. Instruction Support Evaluation Unit. For earlier reports, see ED 142 654, ED 260 154, and ED 278 948.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Art Education; Childhood Attitudes; *Childrens Art; Disadvantaged Youth; Educationally Disadvantaged; Elementary Education; Program Evaluation; *Reading Difficulties; Reading Instruction; *Reading Programs; Reading Research; *Reading Skills; Reading Tests; Reading Writing Relationship; *Remedial Instruction; Vocabulary Development; Writing Difficulties; *Writing Skills
IDENTIFIERS- Childrens Art Carnival NY; Education Consolidation Improvement Act Chapter 1

The Children's Art Carnival (CAC) Creative Reading Program combines instruction in reading with art activities, as well as providing the services of a social worker and psychological externs. Operating in sites in Manhattan and Queens, New York, the program served 319 second to sixth grade students during the 1985-86 school year. Students who scored poorly on the California Achievement Test, many of whom came from troubled homes, were given the opportunity to better their reading and writing skills in the CAC program by learning the vocabulary of art, listening to stories and talking about characters, and working on art projects related to the stories. Student achievement in reading generally exceeded levels set as indicative of program success, with 61% of second grade students mastering three or more targeted skills on the McGraw-Hill Prescriptive Reading Inventory; 88% of third to sixth grade students mastering three or more targeted skills; and 46% of second to sixth grade students mastering five or more skills. Student achievement in writing did not meet targeted levels, with only 48% increasing their proficiency, but student achievement on the art vocabulary test exceeded criteria for program success. Though their role in the program was not well defined, social workers and externs succeeded in referring children for counseling when needed, and obtaining eyeglasses and meals for students who needed them. (Tables, sample tests, criteria, and questionnaires are included.) (JC)

ED 284 202 CS 210 289

Gale, Steven H.
Scholarly Book Publishers and Journals in English and American Literature: A Survey.
PUB DATE- 86

NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Educational Research; *English Departments; English Instruction; *Faculty Publishing; Higher Education; *Scholarly Journals; *Teacher Attitudes; *Writing for Publication
IDENTIFIERS- *University Presses

Submitting scholarly manuscripts and journal articles to university presses and professional journals can result in a lengthy period of frustration for the author. One possible solution is a code of ethics and practices to which publishers subscribe, although authors would have little or no control over it, and a certain amount of self-policing already occurs in the scholarly publications field. A second possible solution is a survey of publishing scholars to identify those publishers who have the best reputations throughout the profession, based on reasonable treatment of contributors and on the quality of material published. In just such a survey, 165 English faculty from 11 English departments recently rated as the "best" in the country by an education newspaper were sent a survey regarding their publishing experiences, and a total of 19 surveys were returned from six departments. Respondents identified 34 presses, with England's Oxford University Press being mentioned most often. Respondents tended to identify presses located in their general region more frequently than elsewhere, and many included the press at their own institutions. In addition, they identified 74 specialized journals and 32 general journals, with the PMLA journal mentioned most often in both categories. (Tables of results and a copy of the survey are included.) (HTH)

ED 284 216 CS 210 556

Greer, Sue
Commercial Speech Protection and Alcoholic Beverage Advertising.
PUB DATE- Aug 87
NOTE- 18p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (70th, San Antonio, TX, August 1-4, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Advertising; Alcohol Education; *Alcoholic Beverages; Commercial Art; Conflict of Interest; *Court Litigation; *Freedom of Speech; Lobbying; Persuasive Discourse
IDENTIFIERS- Federal Trade Commission; Mothers Against Drunk Driving
An examination of the laws governing commercial speech protection and alcoholic beverage advertisements, this document details the legal precedents for and implications of banning such advertising. An introduction looks at the current amount of alcohol consumed in the United States and the recent campaigns to have alcoholic beverage ads banned. Following a section about the role of the Federal Trade Commission (FTC), a third section examines how the Commercial Speech Doctrine developed, listing a number of pertinent legal cases from 1942 to the present day. The fourth section focuses on how Commercial Speech applies to the alcoholic beverage industry, citing specifically "Dunagin v. City of Oxford, Mississippi" and "Capital Cities Cable, Inc. v. Crisp." The section also contains a four-part strict scrutiny test as a probable method of analysis should the court review the First Amendment question regarding alcoholic beverage advertising, which includes the notions that (1) despite youth-oriented alcohol ads, the FTC and the Bureau of Alcohol, Tobacco, and Firearms already prohibit false, misleading, and deceptive advertising, and consuming alcohol is a lawful activity; (2) the court must decide if there is a substantial government interest involved; (3) regulation of ads might not advance government interest; and (4) any regulation must not be more extensive than necessary to advance that interest. A summary suggests that industry self-regulation may be more effective than an advertising ban. (JC)

ED 284 230 CS 210 607

Lazier-Smith, Linda
A Pilot Study of Personal Classified Ads Appearing in Capital-City Daily Newspapers: The Kinds, the Guidelines, the Trends.
PUB DATE- Aug 87
NOTE- 15p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (70th, San Antonio, TX, August 1-4, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Advertising; *Interpersonal Communication; Interpersonal Relationship; Media Research; *Newspapers; Persuasive Discourse; *Policy; Self Evaluation (Individuals); Social Attitudes; *Social Behavior; *Social Networks
IDENTIFIERS- *Classified Advertising; Media Use
A pilot study examined trends in the appearance of personal advertisements (individuals seeking dates/mates) in the classified columns of daily newspapers located in state capital cities, as well as newspaper guidelines for the acceptance of personal ads. Daily newspapers in the capital city of each state and some of the larger nationally important newspapers (such as the "New York Times" and the "Miami Herald") were surveyed and also asked to provide their guidelines for the regulation of personal ads. In addition, three different issues of each paper were requested for a content analysis of the personal classifieds. Responses were provided by 40 newspapers--29 of which do run personal ads. Results indicated that the leading category of personals was dating/mating by individuals, with dating clubs in second place, followed by escort/adult entertainment, religious, and psychic personals. Most of the guidelines for date/mate ads dealt with wording and with attempts to encourage healthy relationships. Findings suggest that newspapers are mirroring a trend already apparent in magazines. Findings also suggest that newspaper consumers of the 1980s are using their daily newspapers as a replacement for the recognized social institutions, such as churches, clubs, and taverns, where they can meet friends and companions. (References are attached.) (NKA)

ED 284 243 CS 210 665

Huse-Inman, Kathy
Reflections.
South Dakota State Div. of Elementary and Secondary Education, Pierre.
PUB DATE- 80
NOTE- 35p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Content Area Writing; *Creative Writing; Curriculum Development; Descriptive Writing; *Integrated Activities; Secondary Education; *Teacher Role; Writing Difficulties; *Writing Instruction
IDENTIFIERS- *Journal Writing; *Student Journals
Aimed at teachers interested in implementing student journals in their classrooms, this guide offers subjects students can write about and ideas for how to use journal writing as a classroom activity, and justifies writing across curriculum lines. The first section of the guide, entitled Mirrors, suggests that students can benefit from writing in an unstructured way, either privately or for the teacher to read, and offers guidelines for reading and grading the journals and for handling students who dislike writing in them. The second section, Images, offers subjects for students to write about, such as interesting words, quotations, wishes, speculations, family activities, and values. The guide encourages teachers to have students sign a contract to write in the journal, and a copy of the contract is included in this section. The third section, Illusions, justifies writing across curriculum boundaries, and offers suggestions for how journals can be used in various types of classrooms. The guide encourages teachers to have students write at the beginning or end of classes in order to focus and gather their thoughts, or during discussions when ideas become unfocused. It notes that science classes can use journals as logs of events in an experiment, and mathematics classes can use them to solve difficult equations when students are confused. A conclusion suggests that teachers encourage even those students who are not natural writers to keep a journal. A bibliography is included. (JC)

ED 284 257 CS 210 701

Berlin, James A.
Rhetoric and Reality: Writing Instruction in American Colleges, 1900-1985. Studies in Writing & Rhetoric.
Conference on Coll. Composition and Communication, Urbana, Ill.
REPORT NO.- ISBN-0-8093-1360-X
PUB DATE- 87
NOTE- 237p.; Foreword by Donald C. Stewart.
AVAILABLE FROM- Southern Illinois University Press, P.O Box 3697, Carbondale, IL 62901 ($8.50).
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage
PUB TYPE- Books (010) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Classroom Techniques; *College English; *Educational History; Educational Philosophy; *Epistemology; *Expository Writing; Higher Education; *Rhetoric; Theory Practice Relationship; Writing (Composition); Writing Instruction
IDENTIFIERS- *Rhetorical Theory
Intended for teachers of college composition, this history of major and minor developments in the teaching of writing in twentieth-century American colleges employs a taxonomy of theories based on the three epistemological categories (objective, subjective, and transactional) dominating rhetorical theory and practice. The first section of the book provides an overview of the three theories, specifically their assumptions and rhetorics. The main chapters cover the following topics: (1) the nineteenth-century background, on the formation of the English department and the subsequent relationship of rhetoric and poetic; (2) the growth of the discipline (1900-1920), including the formation of the National Council of Teachers of English, the appearance of the major schools of rhetoric, the efficiency movement, graduate education in rhetoric, undergraduate courses and the Great War; (3) the influence of progressive education (1920-1940), including the writing program and current-traditional rhetoric, liberal culture, and expressionistic and social rhetoric; (4) the communication emphasis (1940-1960), including the communications course, the founding of the Conference on College Composition and Communication, literature and composition, linguistics and composition, and the revival of rhetoric; and (5) the renaissance of rhetoric and major rhetorical approaches

(1960-1975), including contemporary theories based on the three epistemic categories. A final chapter briefly surveys developments through 1987. (JG)

ED 284 270 CS 210 717

Plattor, Emma; Maguire, Thomas
Evaluation of Selected Components of an Elementary Language Arts Program in a Small Urban School Jurisdiction. Final Report.

Grande Prairie School District No. 2357 (Alberta).
SPONS. AGENCY- Alberta Dept. of Education, Edmonton.
PUB DATE- 86
NOTE- 281p.; For the Listening Tests: Teachers' Manuals component of this study, see CS 210 718.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Curriculum Evaluation; *Educational Assessment; Educational Research; *Educational Testing; Elementary Education; *Evaluation Methods; Foreign Countries; Holistic Evaluation; *Listening Skills; Program Content; Program Evaluation; Research Methodology; Skill Analysis; *Student Evaluation; Writing (Composition); *Writing Evaluation; Writing Research; Writing Skills
IDENTIFIERS- Canada

A two-year study designed to evaluate an elementary language arts program in the Grande Prairie School District (Edmonton, Alberta) through an assessment of student achievement was conducted from 1983 to 1985. This final report describes all facets of the study and presents the researchers' findings and conclusions. Following a preface, the report discusses the background and rationale and the research clusters and problems. The major portion of the report provides the design and findings of the study for grades one through six in the following areas: (1) the development and validation of listening achievement tests, (2) the relative value of holistic and analytic techniques for scoring written compositions, (3) teachers' evaluations of product-oriented versus process-oriented program assessments, (4) teachers' perceptions of process/product and holistic/analytic evaluation, and (5) the relationship between parents' perceptions of student achievement and product measures of actual achievement. A research summary follows the research cluster descriptions, and the final section of the report presents some conclusions and recommendations based on the results. Approximately half of the document consists of teacher marking packets for written composition evaluation in grades three and four/five; these include scoring descriptors, reporting categories, instructions, and copies of student work. (JG)

ED 284 284 CS 210 734

Whitlock, Roger
Making Writing Groups Work: Modifying Elbow's Teacherless Writing Group for the Classroom, 1977-1987.
PUB DATE- Mar 87
NOTE- 9p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (38th, Atlanta, GA, March 19-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- English Instruction; Expository Writing; *Group Discussion; Group Dynamics; Higher Education; *Peer Evaluation; *Reader Response; Revision (Written Composition); Secondary Education; Self Directed Groups; *Skill Development; Small Group Instruction; Teacher Student Relationship; Teaching Methods; *Team Training; Theory Practice Relationship; *Writing Evaluation; Writing Instruction; Writing Processes
IDENTIFIERS- Audience Awareness; *Elbow (Peter)

Peter Elbow's concepts of "pointing," "summarizing," "telling," and "showing" can form an effective method for training students to give reader-based feedback to peer writing. In pointing, students jot down all the words and phrases they can remember from an oral reading of a draft. These lists stimulate summarizing, which involves writing down the main idea, feeling, or "center of gravity" of a piece. In telling, students write what occurred within them as they heard the piece read. This is followed by showing, an exercise in which students describe their reading responses in metaphorical terms (e.g. as hearing voices or as visualizing a vegetable), bringing partially conscious responses to the surface. In the ensuing group discussion students read their pointing lists, summaries, and other responses aloud. Authors mark pointing words in their drafts, note sections in the draft that made no impression on the listeners, and are given the listeners' written notes. Additional guidelines limit the duration of reading aloud, the reactions of writers to their listeners' responses ("don't argue, say 'thank you'"), and the amount of revision completed before group evaluation occurs. Student attitudes to such writing groups typically change from initial apprehension to feeling that the groups are very useful. (JG)

ED 283 938 CE 047 192

Edmiston, Kenneth H.
Religious Influences on Adult Education in the United Kingdom to 1900.
PUB DATE- 87
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Historical Materials (060)
DESCRIPTORS- *Adult Education; *Church Programs; *Church Role; Educational Change; Educational History; *Educational Philosophy; Foreign Countries; *Religious Factors
IDENTIFIERS- *Church of England; *United Kingdom
Historical tradition, both oral and written, has contributed to a strong religious influence in the educational system throughout British history. To the beginning of the 19th century, the state or Church of England maintained firm control on the content of religious and secular education. Indeed, all education, no matter how informal, was seen as religious in nature. British religious education was not always Christian education, however. Before the arrival of the Romans in 78 A.D., the indigenous religion of the Druids combined astrology and animism. The Romans then brought their pantheistic religious system. In the Anglo-Saxon period (600-1066), the emphasis was on education in the service of Christianity; in the early medieval period (1066-1300), education became a function of the church. It was not until the period between 1530 and 1660 that social change and educational expansion brought about the transfer of religious control over education and politics from the Church of Rome to the Throne of England. In the age of industrialization Sunday school was the only hope of education for those who could not afford school fees. Self-education, often with assistance from clergy, was becoming more popular. Since 1900, there has been a significant decline in the extent of religious influences in British adult education. (MN)

ED 283 979 CE 047 647

Trace, Michael W.
Rehabilitation Associate Training for Employed Staff. Behavior Observation and Measurement (RA-5).
Ellsworth Community Coll., Iowa Falls, IA.; Wisconsin Univ.-Stout, Menomonie. Stout Vocational Rehabilitation Inst.
SPONS. AGENCY- Rehabilitation Services Administration (ED), Washington, DC.
PUB DATE- 82
NOTE- 62p.; For related documents, see CE 047 642-655.
GRANT- 44-P-81418/7-02
AVAILABLE FROM- Materials Development Center, Stout Vocational Rehabilitation Institute, University of Wisconsin-Stout, Menomonie, WI 54751.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Behavior Change; Charts; *Classroom Observation Techniques; *Counselor Training; Data Analysis; Data Interpretation; Evaluation Methods; Graphs; Inservice Education; Learning Activities; Learning Modules; Mathematical Formulas; *Measurement Techniques; Postsecondary Education; Records (Forms); Rehabilitation Counseling; *Vocational Evaluation; *Vocational Rehabilitation
This learning module, which is intended for use in in-service training for vocational rehabilitation counselors, reviews the systematic methods available to measure and record client behavior. The first section covers procedures for making necessary calculations and keeping needed records with respect to behavioral events and their duration and interval. Also covered in the first section are procedures for use in time sampling, calculating a placheck (a term derived from the words "planned," "activity," and "check"), continuous recording, and developing permanent products. The second section deals with reliability for event and duration data and for interval and time sampling. Sample charts and graphs developed from various types of raw client observation data are presented. Five self-tests are also included. (MN)

ED 283 994 CE 047 694

Geriatric Technician.
Seton Hill Coll., Greensburg, Pa.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Adult Education.
PUB DATE- 87
NOTE- 37p.; For a related document, see CE 047 693.
GRANT- 93-7007
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Aging (Individuals); Allied Health Occupations; Competency Based Education; Educational Gerontology; Field Experience Programs; *Geriatrics; Health Education; *Hearing Impairments; Learning Modules; *Medical Services; Nursing; Nursing Homes; Nutrition; Older Adults; Postsecondary Education; Skill Development; Technical Occupations; *Visual Impairments
IDENTIFIERS- *Geriatric Workers

This curriculum for training geriatric technicians is geared toward developing an understanding of, as well as the skills to assist with, the visually or hearing impaired older adult. The curriculum is organized in four modules. Each module is assigned a time frame and a credit unit base. The modules are divided into four major areas: knowledge, practical skills, professionalism/self-awareness, and integration. The knowledge area consists of four units that cover the life process, needs of older adults, nutrition, mental health, physical illness, abuse, fire and other safety factors, vision and aging, and hearing and aging. The four units of the practical skills module cover personal care, medications and dressings, health assessments, basic ambulation, basic home management, vision and aging, and hearing and aging. In the area of self-awareness and professionalism, three units provide information on the health care team, communication skills, understanding needs, feelings, and attitudes, recognizing one's own values and fears, death and dying, stress and burnout, and employment opportunities. The final module integrates the skills of the preceding three through field experience. A bibliography of suggested materials completes the curriculum guide. (KC)

ED 284 022 CE 047 830

Arger, Geoff
Promise and Reality: A Critical Analysis of the Literature Available in Australia on Distance Education in the Third World.
PUB DATE- 85
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Change Strategies; *Developing Nations; *Distance Education; *Economic Development; Educational Benefits; *Educational Change; Educational Needs; Foreign Countries; Futures (of Society); Intervention; Literature Reviews; *Outcomes of Education; Postsecondary Education; Program Improvement; *Relevance (Education)
IDENTIFIERS- *Australia
From its earliest development, distance education has promised inexpensive, egalitarian, high quality mass education. An examination of the literature about distance education in developing nations indicates that the gulf between what distance education is promising to achieve in these nations and what it is actually achieving is wide and will likely remain so. The current rhetoric of distance education is that it can assist developing nations because it is a vehicle of large-scale, quality education that brings about social equality in a cost-effective manner. A critical analysis of this literature reveals, however, that there is no real evidence that this has been or even can be achieved. Such an analysis also indicates that, as it is presently practiced, distance education in the world's developing nations is interwoven with the so-called modernization paradigm of development. Because it is based on Eurocentric premises, this paradigm appears to be of little use in the world's developing nations. The literature would appear to indicate that these two factors are interwoven and that until the development paradigm becomes more appropriate to the needs of these developing nations, the difference between the potential and reality of distance education's contribution to national development in these countries will remain limited. An eight-page bibliography is included. (MN)

ED 284 051 CE 047 882

Rosenthal, Nadine
Teach Someone to Read. A Step-by-Step Guide for Literacy Tutors, Including Diagnostic Phonics and Comprehension Assessments.
REPORT NO.- ISBN-0-8224-5834-9
PUB DATE- 87
NOTE- 209p.
AVAILABLE FROM- David S. Lake Publishers, 19 Davis Drive, Belmont, CA 94002 ($12.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Adult Reading Programs; *Diagnostic Teaching; Diagnostic Tests; Illiteracy; Lesson Plans; *Literacy Education; Reading Comprehension; *Reading Instruction; Reading Programs; Reading Skills; *Teaching Methods; *Tutoring; Tutors; Word Recognition

This guide gives new tutors who are not professional teachers some techniques for teaching others to read and write. A comprehension-based approach to literacy training is used. Part 1 presents a variety of background information on illiteracy. It also gives some guidelines useful for the new tutor. Part 2 is composed of two diagnostic assessments: the Rosenthal Diagnostic Phonics Assessment and the Rosenthal Diagnostic Comprehension Assessment. Part 3 forms a manual of useful tutoring techniques. Chapter 1 sets forth guidelines for lesson planning. Chapter 2 focuses on comprehension development--reading to learn. It shows how to select reading topics, find appropriate reading materials on these topics, expand the topics, question the student to improve comprehension, train the student to ask questions, and teach study skills. Chapter 3 focuses on word recognition--learning to read. It includes these methods for teaching basic reading and writing skills: sight-word, phonics, syllabications, and language-experience techniques. Other skills fundamental to the reading process--vocabulary, spelling, and writing skills--are also addressed. A variety of development and reinforcement skills for each skills area is included. Part 4 tells how to obtain information about literacy programs and gives lists of reference materials and publishers of reading materials. (YLB)

ED 284 078 CG 020 010

Connell, Patricia
Effects of Stress Reduction Information on Anxiety.
PUB DATE- Mar 87
NOTE- 16p.; Paper presented at the Annual Meeting of the American Society on Aging (33rd, Salt Lake City, UT, March 14-17, 1987).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adjustment (to Environment); Anxiety; Coping; Information Utilization; *Institutionalized Persons; *Nursing Homes; Older Adults; *Relocation; *Stress Management; *Stress Variables

The negative sequelae that relocation to a nursing home has on the elderly is well documented. This study evaluated the effects of stress reduction information on the newly admitted patients' state anxiety based on self-reported distress using the Stresses in Institutional Care Scale. Anxiety was assessed using the Anxiety State Scale of the State-Trait Anxiety Inventory Scale. The sample population consisted of 12 subjects from three nursing homes, randomly assigned to one of two groups. One group received information about the factors considered stressful and the other group did not receive this information. A T-test compared the pre/post test variable of state anxiety between the two groups to test the hypothesis that the group receiving stress reduction information would have lower anxiety than the group not receiving this information. The results did not support this hypothesis. No significant differences were found between the information and the no-information groups in pretest scores of state anxiety or between the two groups on state anxiety scores following the intervention. The results do support previous studies indicating that entering a nursing home is a stressful event. The effects of stress factors and of stress reduction information upon admittees' anxiety during relocation to a nursing home revealed in the study could be used in developing programs to lower admittees' anxiety and improve their relocation adjustment. (Author/NB)

ED 284 175 CS 008 863

Weintraub, Sam; And Others
Summary of Investigations Relating to Reading, July 1, 1985 to June 30, 1986.
International Reading Association, Newark, Del.
PUB DATE- 87
NOTE- 273p.; Funding for this publication provided in part by a grant from the Elva Knight Research Fund.
AVAILABLE FROM- International Reading Association, 800 Barksdale Rd., Newark, DE 19714-8139 (Book No. 786, $15.00 member, $23.00 nonmember). Microfiche edition--Alvina Treut Burrows Institute, P.O. Box 49, Manhasset, NY 11030.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Books (010) Reference Materials - Bibliographies (131)
DESCRIPTORS- Cognitive Processes; Disabilities; Elementary Secondary Education; Higher Education; Reading Comprehension; *Reading Instruction; *Reading Processes; *Reading Research; Reading Strategies; Remedial Reading; *Research Methodology; Research Projects; Teacher Education

Intended to help professionals remain knowledgeable about current research in reading and to serve as a relatively accessible bibliographic source of research on a specific topic, this annual report summarizes approximately 800 reading research reports identified between July 1, 1985, and June 30, 1986. The summaries are arranged into six major categories. The first category lists other general bibliographies offering summaries of reading research. The second category presents summaries of studies concerned with teacher preparation and practice, while the third category contains summaries of reports dealing with the sociology of reading. Most reports appear in the fourth category, which deals with the physiology and psychology of reading. The fifth and sixth categories cover reports on the teaching of reading and the reading of atypical learners. Concluding the document are a list of approximately 400 journals monitored for the summary and an author index. (HTH)

ED 284 037 CE 047 856

The Model Industrial Technology Systems Project.
Bowling Green State Univ., Ohio.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus.
PUB DATE- 87
NOTE- 184p.; Sponsored in cooperation with the Ohio Industrial Technology Education Association. Some pages may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Communications; Construction (Process); Curriculum Development; Demonstration Programs; Educational Resources; Elementary Secondary Education; *Industrial Education; Industry; *Integrated Curriculum; Learning Activities; *Lesson Plans; Manufacturing; Models; Pilot Projects; Program Implementation; *Science Instruction; Science Projects; *Technology; *Units of Study

This document contains materials used in a model industrial technology program that introduced technology into the curricula of elementary, middle, and high schools in three sites in Ohio: the Central site (coordinated through Ohio State University); the Northeast site (coordinated through Kent State University); and the Northwest site (coordinated through Bowling Green State University). A short summary of the second year's activities is followed by four appendices that constitute the bulk of the document. Appendix A consists of curriculum materials suitable for elementary school classes. Each of the 16 units contains a concept, activity, objective, levels of awareness, demonstration, participation, and vocabulary. Units cover the following topics: technology alphabet book, light, measure, tools, logo communications, natural/synthetic construction, pictographs, molds/fossils, ergonomics, photocopies, Rube Goldberg, paper alteration, real wood, rapid communication, bubbles and spheres, and domino constructions. Appendix B contains high school curriculum materials classified according to a technology taxonomy. High school units contain background, objectives, introduction, activity questions, activity, and suggested equipment and supplies. Eight lessons center on communication technology, and 23 lessons focus on various aspects of manufacturing technology. Appendix C includes letters to the satellite schools involved in the project, and Appendix D contains project publicity materials. (KC)

ED 284 065 CE 047 904

Crites, John O.
Evaluation of Career Guidance Programs: Models, Methods, and Microcomputers. Information Series No. 317.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 87
NOTE- 37p.
GRANT- G008620030
AVAILABLE FROM- National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. IN 317--$4.75).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Career Guidance; Evaluation Criteria; *Evaluation Methods; *Guidance Programs; *Microcomputers; *Models; *Program Evaluation; Research Methodology; Secondary Education
IDENTIFIERS- Evaluation Research

Evaluating the effectiveness of career guidance programs is a complex process, and few comprehensive models for evaluating such programs exist. Evaluation of career guidance programs has been hampered by the myth that program outcomes are uniform and monolithic. Findings from studies of attribute treatment interactions have revealed only a few obvious attributes that appear to interact with differential treatments (including such obvious variables as gender, ethnic/racial group, and chronological age). Where interactions have been found, they have been complex, with barely significant effects or are confounded with main effects, which makes them difficult to interpret. Substituting person-oriented parameters for attribute treatment interactions changes the "inverted" pyramid of policy, program, and person to a "verted" pyramid with the person at the apex, program at the intermediate point, and policy at the base or foundation. This person-oriented approach to evaluating career guidance programs can be implemented through reverse programming. The conceptual framework of reverse programming encompasses three topics: career by objectives, a systems approach to career counseling, and evaluation models and methods. A systems approach to career guidance is possible because of the quick data processing that is attainable by using synchronized computer and peripheral technology. (MN)

ED 284 121 CG 020 054

de La Rue, Denise; Ruback, R. Barry
Throwing Caution to the Wind: Rationales for Risky Behavior.
PUB DATE- Mar 87
NOTE- 17p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (33rd, Atlanta, GA, March 25-28, 1987). Appended table contains small print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attribution Theory; *Behavior; College Students; Drug Abuse; Higher Education; *High Risk Persons; *Risk; *Self Destructive Behavior; Sexuality; *Student Attitudes

There appears to be a tendency for people who have not been victimized by negative life events to perceive themselves as less vulnerable to victimization than others. Research has revealed this unrealistic optimism in risk perception. A study on rationales for risky behaviors was conducted to identify reasons other than this illusion of invulnerability that individuals use when engaging in risky behavior. College students (N=79) completed a questionnaire containing 14 protective or threatening behaviors, each paired with an associated resulting negative life event. Subjects assessed behaviors and resulting events in terms of risk and seriousness, respectively, and the degree to which they believed others applied seven hypothesized rationales for risky behavior. Subjects rated unprotected sexual activity, intravenous drug use, and cocaine use as the most risky behaviors and acquired immune deficiency syndrome as the most serious result, although it was not rated significantly more serious than rape, lung cancer, or cocaine addiction. "It will never happen to me" received the highest rating among rationales. The findings suggest that, through a variety of means, risk-takers deny their at-risk role, and thereby do not accurately assess the potential results of their behaviors. (NB)

ED 284 203 CS 210 319

Jolly, Peggy
The Language of Medicine: The Ethics of Obscurity.
PUB DATE- Mar 87
NOTE- 14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (38th, Atlanta, GA, March 19-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitudes; *Bioethics; *Communication Problems; Communication Skills; Higher Education; *Language Usage; Medical Education; *Medical Students; Medicine; *Physician Patient Relationship; *Physicians; Verbal Ability

Because physicians are perceived as powerful and knowledgeable professionals, the language they use to address patients has a tremendous effect on a patient's mental and physical well-being. Physicians often speak to patients in "med-speak," obscure, highly technical terms that cloak the reality of the patient's condition and serve to reinforce the "inferior/superior" dynamic between patient and physician, and patients are often reluctant to ask physicians to clarify what they mean, for fear of being labeled ignorant and inferior. Physicians often view patients as having little or no knowledge of their own conditions that would help in a diagnosis or treatment, and having little capability to understand their conditions. Hence physicians converse with and listen to patients as little as possible. To reduce the distance between doctors and patients, medical schools must teach medical students (1) to look at patients as suffering humans rather than bodies housing disease, (2) to listen to patients carefully and make sure that patients understand what is said to them, and (3) to understand that the objective language of medicine cannot be objective when it is used to communicate with nonscientists. Patients must demand information from their physicians that is understandable. (Nine references are included.) (JC)

ED 284 297 CS 210 750

Wilms, Denise, Ed.; Cooper, Ilene, Ed.
A Guide to Non-sexist Children's Books, Volume II: 1976-1985.
REPORT NO.- ISBN-0-89733-161-3

PUB DATE- 87
NOTE- 240p.
AVAILABLE FROM- Academy Chicago Publishers, 425 North Michigan Ave., Chicago, IL 60611 ($17.95 hardback--ISBN-0-89733-161-3; $8.95 paperback--ISBN-0-89733-162-1).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Books; *Characterization; *Childrens Literature; Elementary Secondary Education; Nonfiction; Novels; Picture Books; Self Concept; *Sex Fairness; Sex Role

Reflecting the diversity and depth found in contemporary children's literature, this second volume in a series lists picture books, novels, and non-fiction books about strong children, both female and male, who, through experience and thoughtful observation, learn how to solve their problems independently. For easy access, the more than 600 titles have been divided into three broad age groups, and an age-grade chart precedes the bibliographic listings. Each section is further divided into fiction and non-fiction categories. The first section features books for the youngest children, from preschool ages to grade three. Titles for middle grade children appear in the second section, and junior high and high school age readers will find their selections in the third section. Each bibliographic citation consists of author(s), title, suggested age range, publication information, and a brief annotation. An afterword, a list of small press addresses, and author, title, and subject indexes conclude the volume. (SKC)

ED 284 311 CS 505 646

Dyrud, Marilyn A.
Teaching Logic.
PUB DATE- Apr 84
NOTE- 13p.; Paper presented at the Annual Meeting of the Oregon Council of Teachers of English Spring Conference (Bend, OR, April 6-7, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Assignments; Expository Writing; Higher Education; *Letters (Correspondence); *Logic; *Logical Thinking; Persuasive Discourse; Speech Communication; *Speech Instruction; Student Motivation; Teacher Student Relationship; *Teaching Methods; *Writing Instruction
IDENTIFIERS- Fallacies; *Letters to the Editor

To make introducing logic to college students in speech and expository writing classes more interesting, letters to the editor can be used to teach logical fallacies. Letters to the editor are particularly useful because they give students a sense of the community they live in (issues, concerns, and the spectrum of opinion), they are easily available, they contain obvious logical fallacies, and they stimulate lively and interesting class discussions. To use these letters in class, the teacher first introduces the syllogism and why fallacies should be avoided. Some of the most prevalent types of fallacies are then introduced, and these fallacies are located in a sample letter to the editor. Some types of fallacies, such as ad hominem and hasty generalizations are easy for students to locate, while others, such as begging the question fallacies, are more subtle and thus more difficult to discern. Using letters to the editor teaches students that many people who express opinions openly in local newspapers do so on the basis of little knowledge, and that the credibility factor in writing is crucial--one logical flaw can ruin any argument. In addition, creative teachers can arrange several assignments around letters to the editor, including group projects, analytical papers, rebuttal writing and preparing speeches. (Four examples of letters to the editor and analysis for logical fallacies are included.) (SKC)

ED 283 939 CE 047 294

Eakin, David; And Others
"Working." Student Activity Sheets for Selected Interviews Contained in "Working" by Studs Terkel.
Rutgers, The State Univ., New Brunswick, N.J. Dept. of Vocational-Technical Education.
SPONS. AGENCY- New Jersey State Dept. of Education, Trenton. Div. of Vocational Education and Career Preparation.
REPORT NO.- EN-322
PUB DATE- 78
NOTE- 37p.; For a related teacher's guide, see CE 047 295.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Career Education; English Curriculum; *English Instruction; Instructional Materials; Learning Activities; Secondary Education; *Vocational Education
IDENTIFIERS- *Working (Terkel)
These student activity sheets are intended to accompany a vocational English program based on Studs Terkel's book, "Working," a collection of more than 100 interviews with people about their jobs. The 30 interviews selected for inclusion in the curriculum either illustrate occupations taught in the schools or deal with occupations related to those for which students train or which they can attain. The objective of the program is to help the student get a much clearer picture of the world of work. In addition, it proves a student's English course can make a real contribution to career education and enhance the vocational competence of students in vocational programs. Each of the 30 worksheets contains true or false statements and questions for discussion; some also include projects. These may be completed in or out of class, written or orally, by individuals or groups. (YLB)

ED 283 952 CE 047 560

Development of a Competency-Based Vocational Education IEP Model. Final Report.
Bloomsburg Univ., PA.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Adult Education.
PUB DATE- Jun 86
NOTE- 292p.
CONTRACT- 86-6015
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Agricultural Education; Building Trades; Carpentry; Competency Based Education; Cosmetology; Curriculum Development; *Diagnostic Teaching; *Disabilities; Distributive Education; *Education Work Relationship; Electrical Occupations; Food Service; Graphic Arts; Horticulture; *Individualized Education Programs; Industrial Arts; Job Skills; Machine Tool Operators; Mainstreaming; Masonry; Mathematics Skills; Needle Trades; Occupational Home Economics; Plumbing; Safety; Sales Occupations; Secondary Education; *Special Education; Student Educational Objectives; Trade and Industrial Education; Vocabulary Skills; *Vocational Education; Welding

A project completed and field tested the concept of vocational instructors and special educators jointly planning curriculum objectives for the handicapped/special needs learner. The diagnostic-prescriptive individualized education (IEP) model developed at Bloomsburg University (Pennsylvania) or IEP Planner was used. Eight occupational areas were developed to supplement the four areas already completed. For each of these occupational areas, occupational safety, mathematical, and vocabulary skills appropriate for job entry levels for handicapped learners were identified. Following the 11-page narrative is the manual, "A Vocational/Special Education Individualized Transitional Planner (School to Work)." Planners are included for these vocational areas: horticulture, apparel assembly, carpentry, food service, plumbing, masonry, sales, cosmetology, electrical, welding, graphic arts, and machine. A completed planner is intended for use as an addendum to an IEP. Each planner provides the following: individual transitional preparation form (present aptitude level, physical assessment, career goal, job selection, attitude assessment); a vocational curriculum assessment inventory of specific occupational, safety, mathematics, and vocabulary skills to indicate attainment of objectives in the categories of objective, exposure, training, production, and employable; and a curriculum planning form. (YLB)

ED 283 966 CE 047 630

Non-Formal Education in Asia and the Pacific. Report of a Workshop (Tokyo, Japan, November 11-28, 1986).
National Inst. for Educational Research, Tokyo (Japan).
PUB DATE- Jul 87
NOTE- 104p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Basic Education; Community Development; *Developing Nations; Educational Needs; *Educational Strategies; *Educational Trends; Elementary Secondary Education; Foreign Countries; Leisure Education; *Nonformal Education; On the Job Training
IDENTIFIERS- *Asia; *Pacific Islands

A regional workshop on nonformal education programs in Asia and the Pacific was organized to review the state of the art of nonformal education programs in the participating countries; to identify major problems, issues, and trends in the areas of nonformal education; and to synthesize innovative experiences and approaches developed in this area. The workshop was attended by 18 participants from 15 countries in Asia and the Pacific and from Unesco. From the country reports, it was evident that nonformal education is playing a complementary and increasingly important role in broadening educational opportunities for all in various forms at all levels. Schooling is no longer regarded as the sole educational means to national and personal development, and formal and nonformal education programs overlay and intertwine in response to individual learner's and nation's needs. Various terms such as out-of-school, adult, community, continuing, social, and further education are used in different countries to describe programs that are totally or partially nonformal in nature. (This workshop report includes synopses of the country reports; a discussion of the problems, issues, and trends identified in nonformal education programs for children and youth and in programs for adults; an examination of innovative experiences and approaches described at the conference, including instructional strategies, work and businesses that include skill training, and community development and leisure education programming; a conclusion and recommendations; and lists of workshop participants and group members.) (MN)

ED 283 980 CE 047 648

Jensen, Mary; Trace, Michael W.
Rehabilitation Associate Training for Employed Staff. Increasing Existing Behavior (RA-6).
Ellsworth Community Coll., Iowa Falls, IA.; Wisconsin Univ.-Stout, Menomonie. Stout Vocational Rehabilitation Inst.
SPONS. AGENCY- Rehabilitation Services Administration (ED), Washington, DC.
PUB DATE- 82
NOTE- 77p.; For related documents, see CE 047 642-655.
GRANT- 44-P-81418/7-02
AVAILABLE FROM- Materials Development Center, Stout Vocational Rehabilitation Institute, University of Wisconsin-Stout, Menomonie, WI 54751.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Behavior Modification; *Counselor Training; *Inservice Education; Learning Activities; Learning Modules; Negative Reinforcement; *Positive Reinforcement; Postsecondary Education; *Rehabilitation Counseling; Reinforcement; Social Reinforcement; *Vocational Rehabilitation
This learning module, which is intended for use in in-service training for vocational rehabilitation counselors, deals with methods of increasing client behaviors that do not occur often or fast enough. The following topics are discussed: basic approaches to increasing the extent and frequency of desired behaviors; ways of changing environment; and reinforcement, including determining reinforcers, using different categories of reinforcers (activities, tangibles, and social reinforcers), selecting and delivering reinforcers, and using negative reinforcement. The text reviews basic strategies and provides an opportunity for supervised application of the techniques described. Two self-tests are also included. (MN)

ED 284 093 CG 020 026

Social Work Handbook.
New York State Education Dept., Albany. Office of the Professions.
PUB DATE- Apr 87
NOTE- 71p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Accrediting Agencies; *Certification; *Licensing Examinations (Professions); Professional Education; Social Work; *Social Workers; *State Departments of Education; *State Legislation; State Licensing Boards; *State Standards
IDENTIFIERS- *New York

This reference guide contains laws, rules, and regulations of the State Education Department that govern social work practice in the state of New York. It highlights requirements and procedures for obtaining licensure and first registration as a social worker, and authorization of licensees for insurance reimbursement. Included are sections on: (1) professional regulation in New York; (2) licensure requirements; (3) insurance qualification requirements; (4) licensure forms; (5) education law; (6) civil practice laws and rules; (7) commissioner's regulations; and (8) rules of the Board of Regents. The latter section concerns issues of disciplinary proceedings in the professions, role of the Committee on the Professions, procedures for determination of good moral character, and provisions concerning unprofessional conduct for all professions in general and for the health professions in particular. Also included is a listing of social work programs in the United States which are registered by the New York State Education Department and accredited by the Council on Social Work Education. (NB)

ED 284 107 CG 020 040

Scharlach, Andrew E.
Full-Time Employment: How Does it Affect an Adult Daughter's Relationship with Her Aging Mother?
PUB DATE- Nov 85
NOTE- 13p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (38th, New Orleans, LA, November 22-26, 1985). For related documents, see CG 020 038 and CG 020 041.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Affective Measures; *Daughters; *Employed Women; Helping Relationship; Middle Aged Adults; *Mothers; *Older Adults; *Parent Child Relationship; *Role Conflict
IDENTIFIERS- *Adult Children; Happiness
Although middle-aged women, those most likely to have an elderly parent, comprise the fastest growing segment of the labor force, little is known regarding how these women's increased labor force participation affects their relationships with their aging parents. To explore this issue, a study was conducted which compared the mother-daughter relationships of 15 employed and 22 unemployed married women whose elderly mothers were widowed. Daughters completed a questionnaire on filial behavior, filial role strain, and relationship quality; rated the amount of assistance they gave to their mothers; rated role strain; and completed a modified version of Bengtson's Affectual Solidarity Scale. Twenty-four of the 37 elderly mothers also completed the Affectual Solidarity Scale and rated their current level of happiness. The results indicated that, compared to unemployed daughters, the full time employed daughters had significantly worse filial relationships, scored lower on the Affectual Solidarity Scale, and scored higher on measures of role strain and role demand overload. Compared to mothers of unemployed women, the mothers of employed women also reported lower affectual solidarity and somewhat lower scores on self-perceived happiness. (Author/NB)

ED 284 135 CG 020 068

Henry, Michael R.; And Others
Essentials for Attorneys in Child Support Enforcement.
National Inst. for Child Support Enforcement, Chevy Chase, MD.
SPONS. AGENCY- Office of Child Support Enforcement (DHHS), Washington, DC.
PUB DATE- 86
NOTE- 418p.
CONTRACT- 600-83-0001
LANGUAGE- English
EDRS Price - MF01/PC17 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Children; *Child Welfare; *Court Litigation; Divorce; Ethics; *Family Problems; Financial Support; Law Enforcement; Laws; *Lawyers; Legal Problems; *Parent Responsibility; *Resource Materials
IDENTIFIERS- *Child Support; *Child Support Enforcement Program; *Paternity Establishment
This handbook presents a course developed to provide a national perspective for attorneys who represent state and local child support enforcement agencies operating under Title IV-D of the Social Security Act. The introduction provides an overview of the child support problem in the United States, citing causes and effects of the problem and explaining the current status of the Child Support Enforcement Program. Chapter 1 explores the federal role in the Child Support Enforcement Program and examines the functions of the federal Office of Child Support Enforcement. Chapter 2 focuses on state and local roles in the Child Support Enforcement Program. Chapter 3 looks at the role of the attorney in child support enforcement and addresses several specific ethical problems. Chapter 4 concerns the pretrial activities of interviewing witnesses, negotiation, and discovery. The establishment of support obligations is discussed in chapter 5 and enforcing those obligations is considered in chapter 6. Chapter 7 presents defenses to enforcement and chapter 8 looks at expedited processes. Chapter 9 addresses the problems associated with interstate cases. Chapter 10 is concerned with the establishment of paternity. Appendices contain information related to the legislative history of child support enforcement, scientific testing for a paternity establishment, and paternity probabilities: attack and rebuttal. (NB)

ED 284 149 CG 020 082

Demsko, Tobin W.
School-Based Health Clinics: An Analysis of the Johns Hopkins Study. Research Developments.
Family Research Council of America, Inc., Washington, DC.
PUB DATE- Mar 87
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Black Students; *Contraception; Family Planning; Health Services; Knowledge Level; *Pregnancy; Prevention; Program Effectiveness; *School Activities; Secondary Education; Secondary School Students; *Sex Education; Sexuality; Student Attitudes; Student Behavior
IDENTIFIERS- *School Based Clinics

School-based health clinics, adolescent pregnancy prevention programs offering comprehensive health services, represent the latest initiative to reduce the incidence of teenage pregnancy. Researchers at Johns Hopkins University designed and administered a pregnancy prevention program which offered sexuality education and family planning services to black junior and senior high school students in two Baltimore, Maryland public schools. Students received nearly three years of sexuality education, free medical and contraceptive services, pregnancy testing, and contraception counseling. The attitudes, knowledge, and sexual practices of these students were compared with those of a control group of students in two other Baltimore secondary schools with no school-based family planning services. Control subjects completed self-administered questionnaires at the beginning and end of the evaluation; experimental subjects completed questionnaires four times during the evaluation period. The results revealed that, compared to control school students, students in the experimental schools displayed a greater knowledge of sexuality and a greater tendency to use effective contraception. The pregnancy rate among experimental high school students decreased 30.1% while the control high school students' rate increased 57.6% over the same 56-month period. Unfortunately, a weakness in the study design, combined with the failure to control for and/or properly quantify key variables, limits the study's usefulness to the academic and policy making communities. (NB)

ED 284 163 CS 008 650

Swartz, Donna
A Survey of Computer Use in Two-Year College Reading Programs.
Appalachian State Univ., Boone, N.C.
PUB DATE- Mar 85
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Research/Technical (143)
DESCRIPTORS- College Curriculum; *Community Colleges; Computer Assisted Instruction; Computer Managed Instruction; *Computer Oriented Programs; *Computer Software; *Computer Uses in Education; *Educational Trends; Higher Education; Microcomputers; *Reading Instruction; School Surveys; Technological Advancement; Two Year Colleges; Writing Instruction

A mail survey of two-year colleges was conducted to identify (1) two-year colleges using computer technology to teach reading, (2) the types of hardware and software used, (3) the courses in which computer technology is used, and (4) the ways in which computer technology is used in two-year college reading programs. Responses from 181 two-year colleges with developmental programs showed that 31.5% used computers in reading classes or labs, 10% used computers for classroom management, and 40% did not use computers. More than half of the institutions using computers had five or fewer units. An overwhelming majority used some version of the Apple computer, with the Commodore 64, the Franklin, and Texas Instruments' Alpha and Atari also mentioned. Although 71 different software packages were cited (with many developed locally), only four--Comprehension Power, The Speed Reader, Plato, and Word Attack--were cited with any frequency. Software was used most prevalently in remedial reading courses, followed by speed reading, vocabulary development, study skills, and combined reading and writing courses. The major trends indicated are that computer use in reading instruction appears to be increasing, with a wide variety of software in use, mostly on Apple computers, and used most commonly to provide drill and practice with tutoring. (A list of software packages frequently used in the reading programs of two-year colleges, with distributors' addresses, is included.) (JG)

ED 284 190 CS 008 886

Moffitt, Mary Anne

Understanding the Appeal of the Romance Novel for the Adolescent Girl: A Reader-Response Approach.

PUB DATE- May 87
NOTE- 46p.; Paper presented at the Annual Meeting of the International Communication Association (37th, Montreal, Quebec, Canada, May 21-25, 1987). Small print may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescent Development; Adolescent Literature; *Adolescents; Emotional Development; *Females; Fiction; *Reader Response; *Reader Text Relationship; Reading Habits; Reading Interests; Reading Research; *Recreational Reading
IDENTIFIERS- Romance Novels

Following up research by Radway and others on readers of romance novels, a study, employing a reader-response approach, was conducted with 18 female adolescent readers of romances to discover if they perceived and enjoyed the novels in ways appreciably different from other readers. The subjects filled out questionnaires about their romance novel reading habits, were interviewed about their backgrounds and personal lives, and were observed selecting books at a bookstore. The data suggest that young women construct and internalize romance novels in a unique way according to their experiences, and choose to read them (1) to get information on males and sexual technique; (2) to escape their lives by identifying with the heroines and thereby feel better about themselves; and (3) to "practice" vicariously cultural experiences and social behaviors they have yet to experience. The latter reason is compounded by the adolescents' need to psychologically break away from their parents. The novels assist by satisfying their need for identity, which they derive from identifying with independent heroines. Further research is needed on how readers construct and internalize the novels. (References and sample questionnaires are included.) (JC)

ED 284 217 CS 210 569

Oliver, Lauren
Regulation of Children's Advertising--A Three Party Discussion: The FTC, the First Amendment, and the Parents.
PUB DATE- Aug 87
NOTE- 31p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (70th, San Antonio, TX, August 1-4, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Advertising; Children; *Childrens Rights; Childrens Television; Cognitive Development; Cognitive Processes; *Consumer Protection; *Deception; Family Environment; Freedom of Speech; Media Research; Parent Role; Piagetian Theory; *Television Commercials
IDENTIFIERS- Federal Trade Commission; First Amendment; Piagetian Stages

Arguments for and against banning television commercials aimed at children under age 12, as well as the role of the Federal Trade Commission (FTC), the First Amendment, and parents in regulating such commercials, are explored in this paper. Following an introduction that describes the controversy, a second section of the paper details the arguments for restricting advertising, including the notion that children are too trusting of advertising messages and do not perceive a persuasive bias in ads. Subsections discuss whether the ads are unfair and deceptive, the FTC's role, and advertisers' response to self-regulation. A third section details arguments against ad restriction and cites childrens' First Amendment rights of exposure to ideas and the problems posed by restricting and defining commercial speech. The fourth section looks at the parents' role in regulating what their children watch and notes that a number of parents regularly discuss commercials with their children and help them understand that ads are for the purpose of persuading viewers to buy. The paper concludes that ads directed toward children not be restricted and argues for parental involvement in helping children evaluate and form opinions of ads. Extensive footnotes are included. (JC)

ED 284 231 CS 210 618

Eveslage, Thomas
Teaching Free Speech Values to High School Students: Keys to Persevering Despite the Obstacles.
PUB DATE- Aug 87
NOTE- 33p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (70th, San Antonio, TX, August 1-4, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Citizenship Education; *Critical Thinking; Curriculum Development; Curriculum Research; English Curriculum; *Freedom of Speech; High Schools; Journalism Education; Social Studies; Theory Practice Relationship; Values Education

To examine why citizens today do not understand the U.S. Constitution and its provisions, a survey was conducted among 153 high school social studies, journalism, and English teachers to examine, among other things, how they taught about constitutional rights and how they rated their students' knowledge of the subject compared to students' knowledge 5 to 10 years ago, and how they felt their beliefs about constitutional rights compared with those of national professional organizations, students, administrators, and parents. Results showed that most teachers used a textbook to teach about constitutional rights, most were dissatisfied with it, but many were willing to use supplemental materials for the unit. Most teachers indicated that their students today rated higher in their support for traditional American institutions but lower in their understanding of them. Students' critical thinking skills were rated lower than those of students 5 to 10 years ago by 47.9% of the teachers surveyed. Most teachers, particularly journalism teachers, felt their beliefs about constitutional rights differed from those of students, administrators, and parents, but came closer to agreeing with the beliefs of national professional organizations. To ensure understanding and tolerant citizens, treatment of the First Amendment in textbooks must be improved, supplemental materials concerning constitutional rights must be made available to teachers, and more time must be spent on the subject in the classroom. (JC)

ED 284 244 CS 210 667

Huse-Inman, Kathy
Moonbeams, Rockets, and Stars.
South Dakota State Div. of Elementary and Secondary Education, Pierre.
PUB DATE- 81
NOTE- 45p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Course Content; *Creative Writing; *Descriptive Writing; Elementary Education; *Language Experience Approach; Learning Activities; *Poetry; Self Expression; *Writing Exercises; Writing Readiness; *Writing Skills

Aimed at elementary school teachers interested in promoting their students' enjoyment of and skill in writing, this guide offers a number of ideas for writing activities. The guide focuses on the creative use of language and suggests ways in which students can be stimulated to write poems and stories, create metaphors, write descriptions of people and places, make up news headlines or cartoon captions, and write letters to friends. Suggestions are made for ways in which the student can draw upon sensory experiences, such as foods they've tasted or things they've seen, for subjects to write about, or ways in which they can look at or imagine familiar objects in new ways and describe them. It also encourages teachers to allow students to write on topics of their own choosing, to write at their own pace, and to share what they have written with the rest of the class. (References are included.) (JC)

ED 284 271 CS 210 718

Grande Prairie Listening Tests: Teachers' Manuals. Language Arts Product Evaluation.

Grande Prairie School District No. 2357 (Alberta).

SPONS. AGENCY- Alberta Dept. of Education, Edmonton.
PUB DATE- 86
NOTE- 165p.; For the final report of the study for which these tests were developed, see CS 210 717.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Curriculum Evaluation; Educational Assessment; Educational Research; *Educational Testing; Elementary Education; *Evaluation Methods; Foreign Countries; Language Arts; *Listening Comprehension Tests; *Listening Skills; Research Methodology; Skill Analysis; *Student Evaluation

A two-year study designed to evaluate an elementary language arts program in the Grande Prairie School District (Edmonton, Alberta) through an assessment of student achievement was conducted from 1983 to 1985. A major focus of the study was the area of listening, and the listening tests and teacher's manuals presented in this document are intended to provide guidance for planning, implementing, and evaluating the instructional program in listening for grades one through four. The teacher's manuals provide background information on the study as well as objectives for and information on the accompanying tests. The tests are designed to assess, with varying emphases at each grade level, literal as well as inferential/critical comprehension objectives, including (1) identifying main idea, (2) matching/comparing details, (3) making judgments/drawing conclusions, and (4) predicting details/outcomes. In addition, the tests measure comprehension of both spontaneous and prepared spoken language, as well as written language read orally. Tables providing selected data analysis from the field studies of the test are included in the teacher's manuals for each grade level in order to indicate ceiling levels. Means, standard deviations and item results obtained from the six schools involved in the study are also provided. Further information on the interpretation of tables, as well as additional findings of the study are provided in the study's final report. (JG)

ED 283 995 CE 047 695

Demery, Marie
Some Solutions for Successful Aging.
PUB DATE- 87
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Age Discrimination; *Aging (Individuals); Aging Education; *Attitudes; *Lifelong Learning; *Older Adults; Postsecondary Education; *Self Actualization; *Socioeconomic Influences

America is rapidly becoming an aging society. This phenomenon is supported by statistics and fueled by socioeconomic developments, medical advances, and the probability of continued lower fertility. Seven themes provide some solutions for the successful process of aging: (1) "Vital Involvement" stresses interactions that are important to the constant development of the self, relatives, and neighbors; promotes the establishment and maintenance of mutual relationships with people of all generations; and emphasizes programs that maximize optimistic, life-affirming beliefs and actions for counterbalancing thoughts about dying and about feeling ill and depressed; (2) "Continuous Enthusiasm for Life" confirms that the rate of aging can be controlled by various modern advances, discoveries, and individuals' own efforts, making adjustments in the way they live; (3) "Positive Perspective for the Aging Process" can be achieved by being realistic, having religious faith, pursuing a calling (purpose), and using role models; (4) "Positive Images of an Aging Society" emphasizes the characteristics of vibrant health, financial security, and active participation in the lives of families, communities, and politics; (5) "Positive Characteristics of the Aged" counterbalances the negative stereotypes of this group in the categories of the mental, physical, and socioeconomic; (6) "Social Facts about the Aged" represents accurate, positive data in the categories of mental, socioeconomic, intergenerational, and involvement; and (7) "The Significance of Retirement" reinforces the principle of lifelong learning. (A brief bibliography is included in this paper.) (Author/KC)

ED 284 009 CE 047 724

Variables Affecting High School Student Enrollment in Secondary Vocational Courses.
Louisiana State Univ., Baton Rouge. School of Vocational Education.
SPONS. AGENCY- Louisiana State Dept. of Education, Baton Rouge. Div. of Vocational Education.
PUB DATE- Dec 86
NOTE- 92p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Career Choice; Career Guidance; *Decision Making; *Enrollment Influences; High Schools; Program Effectiveness; *Student Attitudes; *Vocational Education

A study was conducted to determine factors that influence high school students to enroll or not to enroll in vocational courses at the secondary level. It sought to determine student attitudes toward vocational education and the effect selected variables have on student decisions. Data were collected from 19,134 students in 38 schools in Louisiana. Attitudes held by most students toward vocational education were favorable. The percentage of students with favorable attitudes increased as their experience with vocational education increased. Recent changes in high school graduation requirements did not appear to affect significantly the number of students who wish to take vocational courses. Over two-thirds of the students said they were being encouraged to go to college by parents; 80 percent indicated they were being encouraged to do so by teachers and counselors. Persons in the home exerted the most influence on career choice. Interest in the work, salary, working conditions, and personal satisfaction were the most important factors considered by students in selecting a career. Students were not receiving effective career guidance. Perceptions of vocational students did not differ significantly from nonvocational students in the area of career decision making. (Correspondence and data are appended.) (YLB)

ED 284 023 CE 047 833

Dislocated Workers. Exemplary Local Projects under the Job Training Partnership Act. Briefing Report to the Chairman, Committee on Finance, U.S. Senate.
General Accounting Office, Washington, D.C.
REPORT NO.- GAO/HRD-87-70BR
PUB DATE- Apr 87
NOTE- 48p.
AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (First five copies--free; additional copies--$2.00 each; 100 or more--25% discount).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; *Demonstration Programs; *Dislocated Workers; Educational Policy; Employment Programs; Federal Legislation; *Job Placement; National Surveys; *Outcomes of Education; *Outplacement Services (Employment); Policy Formation; Public Policy; *Retraining; Salary Wage Differentials
IDENTIFIERS- *Job Training Partnership Act 1982

This report describes 80 exemplary projects that were identified in a national survey of Job Training Partnership Act (JTPA) Title III projects. It examines the likely reasons for the success of eight of the projects and discusses the policy implications of the eight case studies. Of these eight projects only one (the job training project in Bartlesville, Oklahoma) failed to show a link between the services provided and higher wage and placement levels. In the case of the other seven projects, placement wages were generally higher than the average wages for listings and placements available through the local employment service, and the participants who received classroom skill training or on-the-job training generally obtained employment related to their training. Factors associated with positive training outcomes included extensive knowledge of local labor markets; individualized counseling and assessment with assistance tailored to specific workers; competent, rigorous interventions; and personal support and persistent follow-up to ensure program completion. Of the remaining seven programs, those in Akron, Ohio, and Suffolk County, New York, relied almost exclusively on placement-related activities. The programs in Joliet, Illinois, and Tacoma, Washington, placed particular emphasis on classroom training. The projects in Everett, Washington; Beaumont, Texas; and Santa Cruz, California, revolved around a combination of services that were planned on the basis of individualized assessments. (MN)

ED 284 052 CE 047 883

Levitan, Sar A.
The Workplace in 1997. Working Paper 1987-2.
George Washington Univ., Washington, DC. Graduate Inst. for Policy Education and Research.
PUB DATE- 87
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adults; Demand Occupations; Educational Trends; Employment Practices; *Employment Projections; *Futures (of Society); Labor Force; *Labor Market; *Labor Needs; *Labor Relations; Robotics; *Technological Advancement

Will there be radical changes in the workplace by 1997? Four predictions, two full of gloom and doom and two full of promise, are common in current literature. One recent theory holds that we are facing a polarization of American society thrcugh the erosion of the middle class. Another gloomy prediction suggests that not only is the middle class eroding, but also that there will be no work for an increasingly large proportion of those seeking work--jobs will be filled by robots. A more hopeful notion is that eliminating government regulations will boost productivity; another is that the nation is about to enter a new era of labor-management cooperation. None of these ideas has much substance, although they may be based on some fact. Rather, each serves some special interests. The actual nature of the workplace in 1997 will probably be not much different than it is today. Change comes slowly and will continue to do so. Some predictions for the future are that business cycles producing recessions will continue to occur; that the work force will continue to grow through fewer young people going to college and more older people working longer; and that technology will bring about job change, but will not bring about an extraordinary demand for new skills. At the same time, workers have changed; they are more educated and have a different family structure. These workers will need different labor-management structures. On the whole, however, the decade will not see radical changes in the workplace. Change takes much time and enormous amounts of capital, and much longer than 10 years will be needed to make an impact. (KC)

ED 284 079 CG 020 011

Fisher, Terri D.
Family Relationships and Parent-Child Discussion about Sex.
PUB DATE- 27 Mar 87
NOTE- 12p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (33rd, Atlanta, GA, March 25-28, 1987). For related document, see CG 020 012.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; College Students; Contraception; Family Relationship; Higher Education; *Interpersonal Communication; *Parent Attitudes; *Parent Child Relationship; *Parent Influence; *Sexuality; Student Attitudes; Student Behavior; Young Adults
Research has shown that parents may influence the sexual attitudes and behaviors of their late adolescent children. Family sexual communication and the quality of general family communication are two variables that seem to be related to aspects of adolescent sexuality. To examine this issue, college students (N=95) and their parents were administered the Attitudes Toward Sexuality Scale, the Parent-Adolescent Communication Scale, and questions about sexual activity and contraceptive use. Parent-child communication about sex was measured by having subjects indicate the extent to which nine sexual topics had been discussed in the family. Findings showed that for female subjects, there was a relationship between parent-child communication about sex and similarity in sexual attitudes of mothers and daughters. For males in the high communication groups, there was a similarity between their attitudes and those of both their mothers and their fathers. The quality of family communication in general was not significantly related to parent-child communication about sex. The results support the view that parents of late adolescents are still capable of exerting influence over their children in the arer of sexuality. Whether this influence comes from direct communication about sexuality, or from the quality of the parent-child relationship in general seems to depend on whether similarity in sexual attitudes or sexual behavior is being measured. (NB)

ED 284 176 CS 008 864

Loughlin, Catherine E.; Martin, Mavis D.
Supporting Literacy: Developing Effective Learning Environments.
REPORT NO.- ISBN-0-8077-2859-4
PUB DATE- 87
NOTE- 187p.; Foreword by Yetta M. Goodman.
AVAILABLE FROM- Teachers College Press, Teachers College, Columbia University, 1234 Amsterdam Ave., New York, NY 10027 ($15.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Classroom Communication; *Classroom Environment; Classroom Techniques; Early Childhood Education; Elementary Education; Interpersonal Communication; *Language Acquisition; *Learning Processes; *Literacy; *Reading Instruction; Reading Processes; Teacher Student Relationship; Teaching Methods; Writing Instruction
IDENTIFIERS- *Learning Environments; *Literacy Events; Spatial Context; Whole Language Approach

Drawing on current research into the learning environment as well as into the reading process and the acquisition of literacy, this book is designed to help elementary and early childhood teachers arrange classroom time environments that encourage children's growth in literacy. Following a brief statement of purpose, the book is divided into the following chapters: (1) "The Functioning Literacy Environment," (2) "Provisioning for Literacy," (3) "Materials Arrangement and Literacy," (4) "Spatial Organization and Literacy," (5) "The Functional Use of Print," (6) "Shared Personal Communication," (7) "Knowledge Content and Literacy," (8) "Writing," (9) "Book Use," and (10) "Analyzing the Environment." The book concludes with two appendixes, a survey of displayed literacy stimuli and a checklist of environmental evidence for literacy growth, as well as a comprehensive reference list. (NKA)

ED 284 258 CS 210 702

Gere, Anne Ruggles
Writing Groups: History, Theory, and Implications: Studies in Writing and Rhetoric.
Conference on Coll. Composition and Communication, Urbana, Ill.
REPORT NO.- ISBN-0-8093-1354-5
PUB DATE- 87
NOTE- 176p.; Foreword by Jerrie Cobb Scott.
AVAILABLE FROM- Southern Illinois University Press, P.O. Box 3697, Carbondale, IL 62901 ($8.50).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Books (010) Historical Materials (060) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Discussion Groups; *Educational History; Elementary Secondary Education; *Group Activities; Higher Education; Language Acquisition; Learning Theories; Literacy; Literary History; *Social Support Groups; Writing Research
IDENTIFIERS- *Collaborative Writing; Writing Contexts; *Writing Groups; Writing Habits

Drawing on previously unpublished archival materials as well as historical accounts of American education and the self-help tradition of education in the United States, this book examines the origins, theoretical bases, and implications of writing groups. Following an introduction that points out the varied circumstances under which writing groups develop, the book looks into writing groups from three points of view. The first section deals with history, and contains chapters on writing groups inside academic institutions--such as college literary societies like Harvard's Spy Club and Hasty Pudding Club--and groups outside of academic institutions, which started out mainly as mutual improvement groups and are still prevalent. In the second section, which covers writing group theory, are chapters on collaborative learning (as opposed to the common image of writing in isolation) and theories of language development (mainly Marxist and structuralist). Implications of writing groups are the focus of the third section, which includes a chapter of suggestions for writing group formation and activities, and a chapter on theories of literacy that concentrates on its social aspects. Two extensive bibliographies are included: the first is an annotated list of primary sources which is organized by year, while the second is an alphabetical listing of works consulted. (SKC)

ED 284 285 CS 210 735

Saxton, Ruth O.
From the Impersonal to the Personal: A Cognitive Rationale for a Radical Freshman Writing Syllabus.
PUB DATE- Mar 87
NOTE- 12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (38th, Atlanta, GA, March 19-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cognitive Processes; College English; *Course Content; Expository Writing; *Freshman Composition; Higher Education; Learning Strategies; Reading Writing Relationship; *Sequential Approach; Sequential Learning; *Teaching Methods; Textbooks; Theory Practice Relationship; *Writing Exercises; *Writing Processes; Writing Skills
IDENTIFIERS- Research Curriculum; Rhetorical Theory
The implicit assumption behind personal writing assignments given at the beginning of a writing course is that personal essays eliminate the writing apprehension of having nothing to say. However, college freshmen find it very difficult to write about themselves and their own opinions because this writing involves abstract mental processes and communicative structures of which they know very little. By beginning with text-based assignments, teachers can introduce the skills and conventions prerequisite to personal writing assignments. The syllabus for a freshman writing course at a California women's college is based on this rationale. The course begins with six weeks of source-based writing, using sequential assignments from B. Spratt's "Writing from Sources," so that students master the cognitive processes and skills required to summarize, quote and explicate an argument and to express a personal response to a research/scientific text. Such skills include (1) identifying theses, (2) understanding how examples support the thesis, (3) determining the significance of the order of examples, and (4) understanding the function of transitions. For a midterm research paper assignment, students argue a rational position in response to an emotionally powerful text by C. Gilligan. The course ends with an analysis of M. Angelou's "I Know Why the Caged Bird Sings" and an autobiographical paper modeled after L. Hellman's "Pentimento Papers." Thus, the gap between personal and impersonal writing is bridged by reversing the order. (JG)

ED 284 066 CE 047 905

Alfred, Richard L.; Hummel, Mary L.
Instructional Dynamics in Two-Year Postsecondary Institutions: Concepts, Trends, and Assessment Issues. Information Series No. 318.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 87
NOTE- 76p.
GRANT- G008620030
AVAILABLE FROM- National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. IN318--$8.00).
LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Delivery Systems; *Educational Assessment; Educational Strategies; Educational Trends; Evaluation Criteria; Evaluation Methods; *Group Dynamics; *Holistic Approach; *Input Output Analysis; Outcomes of Education; Postsecondary Education; Program Improvement; Student Characteristics; Systems Approach; Teacher Characteristics; Teacher Student Relationship; Trend Analysis; *Two Year Colleges
IDENTIFIERS- *Instructional Dynamics

Postsecondary instructional dynamics is a complex process in which inputs (student characteristics and expectations, resources, and faculty characteristics and preparation) are converted through the educational process (instruction strategies, models, and techniques as well as supportive services) into outputs (outcomes and benefits of instruction to students and faculty that are identifiable through assessment). Through feedback, outputs from one period of time are transmitted back to inputs for a later time. Together with a context for instruction (which includes such factors as new and continuing students, faculty, and interest groups), these dimensions of postsecondary education interact with one another to form the process of instructional dynamics. As the demand for accountability and academic reform on the part of two-year postsecondary institutions increases, instructors and administrators will need to turn their attention to the major problems and issues in instructional dynamics, including student participation, attributes, learning styles, intellectual development and capacities for critical thought; assessment of student outcomes; comparative studies about teaching and learning across the curricula now found in two-year colleges; research to determine what factors in instructor career preparation will improve student learning; the relationship between student learning needs and expectation; organizational structures and management practices that might result in more active learning; and the impact of technology on two-year college teaching practices and on access to information and development of literacy. (MN)

ED 284 094 CG 020 027

Testimony of Edwin Meese III, Attorney General and Chairman, National Drug Policy Board, before U.S. Senate Committee on the Judiciary, Regarding Coordination of National Drug Policy and Strategy.
Department of Justice, Washington, D.C.

PUB DATE- 14 May 87
NOTE- 30p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Drug Abuse; *Federal Legislation; Federal Regulation; *Illegal Drug Use; *Law Enforcement; *Prevention; Program Implementation
IDENTIFIERS- *National Drug Policy Board

The testimony of the United States Attorney General which appears in this document concentrates on three areas: (1) the coordination of federal drug control efforts and the reorganization of the National Drug Policy Board; (2) the performance of the National Drug Policy Board; and (3) the Administration's views on the proposed "Drug Czar" bill, S. 789. The background of the National Drug Policy Board created by a presidential executive order in March, 1987, is outlined and recent board changes are explained. The two coordinating groups within the new policy board structure, the Drug Enforcement Coordinating Group and the Drug Prevention and Health Coordinating Group, are described and subcommittees for each group are listed. The section on recent drug policy achievements highlights a number of significant drug law enforcement activities of the board. Areas discussed, among others, include investigation and prosecution, cocaine seizures, international programs, and the federal prison situation in regard to drug offenses. Progress in creating drug-free federal workplaces, drug-free private sector workplaces, and drug-free schools is also discussed. The Administration's strong opposition to the "Drug Czar" bill is emphasized and several reasons to reject the bill are given. (NB)

ED 284 108 CG 020 041

Scharlach, Andrew E.
Role Strain in Mother-Daughter Relationships in Later Life.
PUB DATE- Aug 85
NOTE- 24p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985). For related documents, see CG 020 038 and CG 020 040.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Affective Measures; *Daughters; Helping Relationship; Middle Aged Adults; *Mothers; *Older Adults; *Parent Child Relationship; *Role Conflict; Stress Variables; *Well Being
IDENTIFIERS- *Adult Children
In addition to her filial responsibilities to an aging parent, a middle-aged woman typically has a variety of vocational, parental, marital, and social obligations. A role theory perspective was used to examine how women's competing obligations and conflicting filial norms can affect their relationships with their elderly mothers. The degree to which a daughter's perceived role strain was related to both the affectional quality of her relationship with her elderly mother and her elderly mother's psychological well-being was examined in 40 middle-aged women and 24 of their elderly mothers. Daughters completed a questionnaire on filial behavior, filial role strain, and relationship quality; rated the amount of assistance they gave their mothers; rated role conflict and role overload; and completed Bengston's Affectual Solidarity Scale. The 24 mothers completed a modified version of the Affectual Solidarity Scale and rated their current levels of happiness and loneliness. The results revealed that, compared to daughters who reported low levels of role strain, daughters who reported greater role strain had poorer quality mother-daughter relationships from the perspective of both daughter and mother, and their mothers had lower psychological well-being. These findings suggest that social policies and programs which relieve the role strain experienced by adult daughters may be of benefit to older parents. (NB)

ED 284 122 CG 020 055

Wang, Alvin Y.
Searching for the Metamemory-Memory Connection.
PUB DATE- Mar 87
NOTE- 15p.; Paper presented at the Annual Southeastern Psychological Association (33rd, Atlanta, GA, March 25-28, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Style; Encoding (Psychology); Grade 2; *Learning Strategies; *Memory; *Metacognition; *Paired Associate Learning; Primary Education; Recall (Psychology); *Rote Learning; *Young Children

A relationship has been hypothesized between metamemory (the self-knowledge of memory processes that an individual can verbalize) and actual memory performance. To explore this relationship, a study was conducted, in partial replication of earlier studies, using the strategy choice paradigm for paired-associate learning (PAL) on a metamemory questionnaire. Metamemory subtests were administered to second graders (N=66) at the beginning of each session. Three PAL trials followed with each list comprising 10 known pairs presented over one study-test trial. The first two trials familiarized subjects with an effective sentence elaboration strategy and an ineffective rote repetition strategy. In the third trial, Choice, subjects freely selected a learning strategy. The results revealed that Elaborators (N=44) on the Choice-trial learned three times more material than did Repeaters (N=22). The metamemorial knowledge of Elaborators concerning the acquisition process was significantly greater than that of Repeaters, while scores on metamemory subtests related to retrieval processes were comparable for Elaborators and Repeaters. These results suggest that a fair test of the metamemory-memory connection requires an explicit definition of the metamemory construct in terms of its functional relation to either acquisition or retrieval skills, and that effective tests of the metamemory-memory connection require the maintenance or transfer of elaborative strategies rather than the spontaneous use of familiar learning strategies. (Author/NB)

ED 284 191 CS 008 888

Garrity, Kathleen
Sexism in Two Editions of a Primary Reading Series.
PUB DATE- May 87
NOTE- 50p.; M.A. Thesis, Kean College of New Jersey.
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Basal Reading; Characterization; Comparative Analysis; Evaluation Criteria; Grade 1; Grade 2; Grade 3; Primary Education; Reading Instruction; Reading Research; *Sex Bias; *Sex Stereotypes; *Textbook Bias; Textbook Content; *Textbook Evaluation; Textbook Research
IDENTIFIERS- *Macmillan Reading Program Series

A study compared the 1975 and 1983 editions of the "Macmillan Reading Program Series" primary readers in order to examine sex role portrayals. It was hypothesized that the 1983 edition would show an increase in portrayals of non-sexist roles when compared with the 1975 edition. A checklist was constructed to record instances of sexism found in the 18 first, second, and third grade textbooks that were examined. Each story was read individually and analyzed according to the checklist. Results indicated that, although there was an increase in non-sexist role portrayals in the 1983 edition over the 1975 edition, the increase was not significant, and the hypothesis was barely supported. (Tables of data are included, and references, a section on related research, and several figures are appended.) (NKA)

ED 284 204 CS 210 330

Cummings, Alysa
Learning to Learn. Newspaper in Education Supplement, The Philadelphia Inquirer, Monday, January 12, 1987.
PUB DATE- 12 Jan 87
NOTE- 21p.
AVAILABLE FROM- Reproducible masters of Inquirer Supplements are available from The Philadelphia Inquirer, Educational Services Dept., 400 N. Broad St., Philadelphia, PA 19101.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Cognitive Processes; Educational Research; Elementary Secondary Education; *Learning Activities; *Learning Processes; *Learning Strategies; *Learning Theories; Memory; *Newspapers; Supplementary Reading Materials
IDENTIFIERS- *Proster Theory

Aimed at classroom teachers interested in teaching learning skills to their elementary and secondary students, this guide offers an alternative to teaching "facts" that may rapidly become outdated. The guide is based on Dr. Leslie Hart's Proster Theory, which proposes that the brain requires large amounts of input to function; that after searching this input it selects the most appropriate existing program structure or "proster" to process the information; and that when no existing proster can be found new ones are created and learning takes place. These ideas are reflected in the Learning to Learn model used in this guide, and the guide's three sections correspond to this model. They are: (1) Input, which creates awareness of a wide knowledge base for the student to draw on; (2) Processing, which teaches students to organize and draw meaning from information; and (3) Output, which teaches students methods of remembering information for testing purposes. The first section of the guide, detailing activities for input, features sensory "warm-up" exercises, problem-solving pictures and puzzles, and information seeking exercises. The second section offers processing activities, such as crossword puzzles, information organizing grids, classifying and inference exercises, and information "Mapmaking." The third section, on output, shows students how to make acronyms, provides grouping and visualizing strategies for memorization, and explains how to schedule their time. An answer key and addresses to write to for further information on learning to learn conclude the guide. (JC)

ED 284 245 CS 210 668

Trivisonno, Ann
Freirean Literacy and the Liberal Arts: Empowering the Returning Adult.
PUB DATE- Mar 87
NOTE- 11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (38th, Atlanta, GA, March 19-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adult Learning; Adult Students; Communication Skills; Continuing Education; *Course Content; Curriculum Development; *Educational Philosophy; Higher Education; *Humanities Instruction; Interpersonal Communication; *Learning Processes; *Prior Learning; Teaching Models; Writing Instruction; Writing Processes
IDENTIFIERS- *Freire (Paulo)
The "problem-posing" education model of Paulo Freire takes as its departure point the life experience of the learner, rather than the teacher's knowledge. Ursuline College (Cleveland, Ohio) created several courses for returning adult students that were based on Freire's ideas. One course called "Humanities Focus on Life" is for adults who are new to college life. Initial weeks are devoted to the development of language arts skills, and to the idea of group process. The first essay assignment is accompanied by teacher-led brainstorming sessions on possible topics and on audience and purpose, and students are also introduced to the processes of writing multiple drafts and group editing. Concurrent with this intensive instruction in communication skills, small group discussions initiate the process of confidence building, a major course goal. Students experience learning as a process of critical inquiry--the most important goal of the course--primarily through formal and informal discussions of the assigned texts. Attention is focused on problems that concern the author of the text under study, and students are required to relate these issues to their own experiences. Subject matter of the first set of texts--by John Stuart Mill, John Dewey, and Freire--and the first three essays is the relationship of education to experience and the nature of the learning process. Later authors studied include Herman Hesse, Carl Jung, and Plato. After completion of a final essay that articulates the learning experience by showing how the student's thinking has changed during the semester, a learning goal consonant with this new thinking must be identified and achieved in a few weeks time. Students who complete this Freirean model course understand that they are responsible for what they learn and that learning involves communication with others. (NKA)

ED 284 272 CS 210 719

Battaglini, Dennis J.; Schenkat, Randolph J.

Fostering Cognitive Development in College Students--The Perry and Toulmin Models. ERIC Digest.

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 87
NOTE- 3p.
CONTRACT- 400-86-0045
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Abstract Reasoning; Classroom Techniques; *Cognitive Development; Cognitive Style; College Faculty; College Students; *Conflict Resolution; *Educational Theories; Higher Education; *Models
IDENTIFIERS- ERIC Digests; *Perry Developmental Scheme; *Toulmins Model

Intended for college instructors interested in promoting and developing intellectual abilities in their students, this publication details the Perry and Toulmin models of cognitive development. The first section explains the Perry model of dualistic students, who are comfortable in a framework of absolute knowledge and unquestionable right and wrong answers, multiplistic students, who recognize multiple perspectives but are unable to evaluate and weigh them adequately, and relativistic students, who are comfortable questioning authority and see knowledge as relative to their own frames of reference. A second section suggests implications of this model for classroom instruction, followed by a section providing information on how to find out more about the Perry model. A fourth section looks at the Toulmin model of cognitive development, which is characterized by a six-step system of rational argumentation, and how the model may be applied in the classroom. A final section notes that relativistic students are, by definition, working within the Toulmin model, and suggests that academic study demands that students work on a relativistic level. (JC)

ED 284 298 CS 210 751

Hunt, Russell A.; Vipond, Douglas
Contextualizing the Text: The Contribution of Readers, Texts and Situations to Aesthetic Reading.
PUB DATE- 22 Apr 87
NOTE- 16p.; Poster session presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Figurative Language; Higher Education; *Literature Appreciation; Oral Reading; *Reader Response; *Reader Text Relationship; *Reading Processes; Reading Research; Research Methodology; Silent Reading
IDENTIFIERS- *Aesthetic Reading; *Text Factors; Text Structure
To learn more about how people read literary texts, with a view to improving the way literature is taught in schools, a study examined the extent to which the reading of literature is affected by variations in readers, texts, and situations. Subjects, 12 skilled (faculty) readers and 96 novice (undergraduate) readers, read a short story, either in its original version or in a version in which textual "evaluations" (figurative language) had been replaced by nonevaluative phrases. Participants read the story in conjunction with one of two orienting tasks, a plot-related question to induce "story-driven" reading or a frame-related question to induce "point-driven" reading. Results indicated that readers of evaluated text tended to prefer phrases containing discourse evaluations to a greater extent than readers of paraphrased text preferred the corresponding phrases. Results also indicated that what readers found most striking in a literary text was influenced by characteristics of the text--in this case, its evaluative structure. However, readers' sensitivity to evaluative language was modified by the situation in which the reading occurred, oral or silent. Other results indicated that readers given the frame question were in greater disagreement about the story than were the readers given the plot question. The effect of the frame task was to make the undergraduates' responses more closely resemble those of the faculty readers. Findings direct attention to the possibility of point-driven literature instruction. (A table of evaluative sentences and their corresponding paraphrases and references are attached.) (NKA)

ED 284 312 CS 505 647

Burns, Gary
Dreams and Mediation in Music Video.
PUB DATE- 5 Apr 86
NOTE- 41p.; Paper presented at the Annual Meeting of the American Culture Association (Atlanta, GA, April 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audiences; Fantasy; Films; *Imagery; Mass Media; *Popular Culture; Television Viewing; Theories; *Visual Stimuli
IDENTIFIERS- *Dreams; Media Imagery; *Music Videos; Popular Music
The most extensive use of dream imagery in popular culture occurs in the visual arts, and in the past five years it has become evident that music video (a semi-narrative hybrid of film and television) is the most dreamlike media product of all. The rampant depiction and implication of dreams and media fantasies in music video are often strongly encouraged by the lyrics and soundtrack, formal requirements. Song lyrics, sometimes fragmented and rarely telling a coherent story, encourage elliptical video narratives, arbitrary and/or unrealistic settings, and direct address to the camera. The visuals often imply that the singer is thinking or dreaming the soundtrack. An informal analysis yields several key nonverbal indicators of dream in pop records, such as whispering, frequency filter effects, echo, reverberation, tremolo, sounds played backwards, a tendency to take liberties with rhythm, instrumental improvisation, and sometimes a background drone effect. The theory of dream imagery and mediation aids in explaining some of the more mysterious features of several popular videos, such as (1) "Shame" (Motels), (2) "Don't Come Around Here No More" (Tom Petty and the Heartbreakers), (3) "Heaven" (Bryan Adams), (4) "Undercover of the Night" (Rolling Stones), and (5) "Good Lovin'" (Young Rascals). (Lyrics for these five songs are included, and footnotes and an extensive selected bibliography are appended.) (NKA)

ED 283 940 CE 047 295

Eakin, David; And Others
"Working." A Teacher's Guide to a Vocational Reading Program Based on Selected Interviews Contained in "Working" by Studs Terkel.
Rutgers, The State Univ., New Brunswick, N.J. Dept. of Vocational-Technical Education.
SPONS. AGENCY- New Jersey State Dept. of Education, Trenton. Div. of Vocational Education and Career Preparation.
REPORT NO.- EN-323
PUB DATE- 77
NOTE- 68p.; For related student worksheets, see CE 047 294.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Career Education; English Curriculum; *English Instruction; Instructional Materials; Learning Activities; Secondary Education; Teaching Guides; *Vocational Education
IDENTIFIERS- *Working (Terkel)
This teacher's guide is intended to help vocational English teachers implement a program based on Studs Terkel's book "Working," a collection of more than 100 interviews with people about their jobs. The 30 interviews selected for inclusion in the curriculum either illustrate occupations taught in the schools or deal with occupations related to those for which students train or which they can attain. One objective of the program is to prove that English can make a real contribution to career education and enhance the vocational competence of students in vocational programs. Each interview has been handled in two pages, one for the teacher and one for the student. The teacher's guide is divided into five areas: a short summary of the narrative, answers to the true and false section, possible answers to the discussion questions, suggestions for using the projects, and suggested vocabulary. Each student activity sheet contains true or false statements, questions for discussion, and a project or projects. Student activities may be completed in or out of class, written or orally, by individuals or groups. (YLB)

ED 283 967 CE 047 631

Dooney, Roy; Dunne, Paul
Vocational Training in Ireland.
European Centre for the Development of Vocational Training, Berlin (West Germany).
REPORT NO.- ISBN-92-825-6937-3
PUB DATE- Nov 85
NOTE- 146p.
AVAILABLE FROM- European Community Information Service, 2100 M Street, NW, Suite 707, Washington, DC 20037 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Education; Agency Role; Agricultural Education; Apprenticeships; Comparative Education; Disabilities; Economics; Educational Finance; Educational History; *Educational Practices; *Educational Trends; Foreign Countries; Hospitality Occupations; Industrial Training; *Job Training; *Population Trends; Postsecondary Education; Prevocational Education; Secondary Education; Unemployment; *Vocational Education; Work Experience Programs; Youth Employment
IDENTIFIERS- *Ireland; Maritime Occupations
This monograph, one of a series of studies of vocational education in the countries of the European Communities, describes the vocational training system in Ireland. The study was compiled from existing statistics and descriptions, and most figures cited refer to 1984. The report is organized in eight chapters. Chapter 1 covers population, including current population figures, regional distribution, migration, population projections, employment and unemployment, youth unemployment, and school leavers and the labor market. Chapter 2 covers the economy of Ireland, and Chapter 3 discusses initial education and vocational training. Topics covered include the Irish education system; initial training; support for young people in youth employment, training, and work experience programs; apprenticeship; agricultural training; fisheries and maritime training; initial training in the hotel, catering, and tourism industries; and training for the professions. Continuing education and training are covered in Chapter 4, which includes training in industry, management training, training for unemployed adults, training by trade unions, and training for the disabled.

Chapter 5 presents information on the historical evolution of vocational education and recent developments; responsibilities of manpower and employment institutions, vocational education and vocational training agencies, and other training agencies are covered in Chapter 6. Chapter 7 covers finance, and current trends are the topics of Chapter 8. A bibliography and addresses of some training institutions complete the report. (KC)

ED 283 981 CE 047 649

Jensen, Mary; Trace, Michael W.
Rehabilitation Associate Training for Employed Staff. Teaching New Behavior (RA-7).
Ellsworth Community Coll., Iowa Falls, IA.; Wisconsin Univ.-Stout, Menomonie. Stout Vocational Rehabilitation Inst.
SPONS. AGENCY- Rehabilitation Services Administration (ED), Washington, DC.
PUB DATE- 82
NOTE- 65p.; For related documents, see CE 047 642-655.
GRANT- 44-P-81418/7-02
AVAILABLE FROM- Materials Development Center, Stout Vocational Rehabilitation Institute, University of Wisconsin-Stout, Menomonie, WI 54751.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Behavior Chaining; *Behavior Change; *Behavior Modification; *Counselor Training; Discrimination Learning; Generalization; *Inservice Education; Learning Activities; Learning Modules; Postsecondary Education; Programed Instruction; Psychoeducational Methods; *Rehabilitation Counseling; Reinforcement; *Vocational Rehabilitation
This learning module, which is intended for use in inservice training for vocational rehabilitation counselors, deals with procedures for teaching clients behaviors that they are not presently exhibiting. The following training strategies are covered: prompting (verbal prompts, modeling, and physical guidance); fading; discrimination training; shaping; chaining (performing a total task, forward chaining, and backward chaining); and additional strategies of imitation training, generalization training, and response differentiation. The procedures described can be applied in the teaching of skills needed in the following areas: independent living, vocational, pre-academic, socialization, and language. The module provides an opportunity for users to write and implement programs and use the techniques presented. Four self-tests are also included. (MN)

ED 284 010 CE 047 725

Identification of Science-Related Competencies Taught in Vocational Agriculture Programs in Louisiana.
Louisiana State Univ., Baton Rouge. School of Vocational Education.
SPONS. AGENCY- Louisiana State Dept. of Education, Baton Rouge. Div. of Vocational Education.
PUB DATE- 10 Dec 86
NOTE- 41p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Agricultural Education; *Behavioral Objectives; *Competence; High Schools; Integrated Curriculum; *Sciences; *Vocational Education
IDENTIFIERS- Louisiana; *Science Skills

A project identified instructional objectives in the "Basic Program of Vocational Agriculture in Louisiana" curriculum guide which teach a substantial amount of science. It also determined the amount of time spent in vocational agriculture programs in Louisiana on science-related vocational agriculture instruction. The research staff examined the Agriculture I and Agriculture II curriculum to determine overlapping objectives taught in both vocational agriculture and high school science classes. Vocational agriculture teachers and high school science teachers validated the identification of the science-related instructional objectives. A total of 76 instructional objectives were identified as being science related. This report summarizes the science-related instructional objectives taught in vocational agriculture during the freshman and sophomore years. Information is presented correlating the agricultural instructional objective with one or more science courses taught in Louisiana public schools. Information is also presented showing the relationship between agricultural instructional objectives and science objectives for each science course investigated in the study--biology, chemistry, earth science, environmental science, general science, physical science, and physics. (YLB)

ED 284 038 CE 047 858

Marketing Education Curriculum Guide.
Michigan State Univ., East Lansing. Coll. of Agriculture and Natural Resources Education Inst.
SPONS. AGENCY- Michigan State Dept. of Education, Lansing. Vocational-Technical Education Service.
PUB DATE- 87
NOTE- 283p.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Communication Skills; Competence; Course Descriptions; *Distributive Education; Employment Potential; Human Relations; *Job Skills; Learning Activities; *Marketing; Merchandising; Program Design; Program Development; Salesmanship; Secondary Education; State Curriculum Guides

This curriculum guide is intended to provide a common core of competencies from which to design an effective secondary marketing education program. Introductory materials include a definition of marketing education, objectives, outline of instructional content, and questions and answers regarding the curriculum guide. These practical materials are provided: a topical outline, sample student achievement record, and training plan. The remainder of the guide is organized around tasks in instructional areas reflected at the career-sustaining level of general merchandise retailing. They are business operations, communications, credit, economic fundamentals, human relations, management, marketing fundamentals, mathematics, physical distribution, selling, visual merchandising, and vocational student organization. Within each instructional area or duty are a number of tasks. Each task is presented on a separate sheet that provides the following information: achievement indicators, criteria, tools and equipment, resources, and learning activities and related necessary resources. A bibliography is appended. (YLB)

ED 284 053 CE 047 884

How To Hire Helpers. A Guide for Elders and Their Families.
Church Council of Greater Seattle, Wash.
PUB DATE- 87
NOTE- 16p.; Prepared by the Task Force on Aging.
AVAILABLE FROM- Task Force on Aging, Church Council of Greater Seattle, 4759 15th Avenue, NE, Seattle, WA 98105 (1-9 copies: $3.00; nonprofit--10-24 copies: $1.75, 25-99: $1.50, 100+: $1.00; for-profit--10-24 copies: $2.25, 25-99: $2.00, 100+: $1.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Community Resources; Employer Attitudes; *Employer Employee Relationship; Employers; Employment Interviews; *Employment Practices; *Employment Qualifications; *Guidelines; *Household Workers; *Older Adults; Part Time Employment

This guide is intended for use by older persons and their families who contemplate hiring someone to assist periodically with household routines and personal care. The guide offers suggestions and lists the various steps needed to hire a worker. Organized in 12 short narrative sections, the guide covers the following topics: determining what help is needed, setting up a job description/contract, sample contract, contract form, advertising, interviewing, interview checklist, questions to ask references, hiring, financial and legal considerations, keeping your worker, and a flowchart describing the hiring process. (KC)

ED 284 080 CG 020 012

Fisher, Terri D.
Parent-Child Sexual Attitude Similarity as a Function of Communication about Sex and Proximity.
PUB DATE- 8 May 87
NOTE- 14p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (59th, Chicago, IL, May 7-9, 1987). For related document, see CG 020 011.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Housing; College Students; *Congruence (Psychology); Higher Education; *Interpersonal Communication; *Parent Attitudes; *Parent Child Relationship; Parent Influence; Place of Residence; *Sexuality; *Student Attitudes
Past research reporting a relationship between parent-child communication about sex and similarity in sexual attitudes between late adolescents and their parents studied late adolescents who were still residing with their parents. The present study attempted to determine whether this relationship was present in college students who were living away from home. Ohio State University main and regional campus students (N=355) and their parents completed questionnaires which measured sexual attitudes, sexual knowledge, sexual behavior, and amount of family communication about sex. Regardless of whether they lived at home or not, and regardless of which campus they attended, the students in this study exhibited the same pattern of attitude similarity that had been found in the past. Students in high communication families had attitudes which were more similar to those of their parents than did the students in the low communication group, regardless of proximity to parents or campus attended. While this study supports the view that parent-child communication about sex is related to adolescents' sexual values, it does not lend much support to the idea that family decisions about sexuality result in less adolescent sexual activity or in a greater use of effective contraception. (Author/NB)

ED 284 136 CG 020 069

Model Interstate Income Withholding Act with Comments.
National Conference of State Legislatures, Washington, D.C.
SPONS. AGENCY- Office of Child Support Enforcement (DHHS), Washington, DC.
PUB DATE- 12 Nov 84
NOTE- 42p.
CONTRACT- 600-82-1057; 600-82-1206
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Children; Child Welfare; *Compliance (Legal); *Federal Legislation; *Financial Support; Income; *Interstate Programs; *Law Enforcement; Parent Responsibility; State Action
IDENTIFIERS- *Child Support; *Income Withholding; Proposed Legislation

This document contains the text of the Model Interstate Income Withholding Act, which deals with two of Congress' key goals in enacting the Child Support Enforcement Amendments of 1984: establishing a system for quick, efficient collection of support obligations throughout the country by the use of income withholding systems and improving the interstate enforcement of support obligations. The introduction states reasons for a new statutory provision, lists principles guiding the drafting of the Model Interstate Income Withholding Act, and enumerates income withholding requirements of the 1984 Child Support Amendments. The text of the Model Interstate Income Withholding Act is presented in its entirety, followed by a section-by-section presentation which includes comments after each of the act's 11 sections: (1) General Provisions; (2) Initiation of Income Withholding and Cooperation with Other Jurisdictions; (3) Responsibilities for Entering a Support Order of Another Jurisdiction for Purposes of Income Withholding; (4) Notice; (5) Income Withholding Hearing; (6) Income Withholding (Order/Notice); (7) Notice to Employer/Payor and Other Provisions; (8) Distribution of Collected Support Payments; (9) Changes; (10) Voluntary Income Withholding; and (11) Choice of Law. (NB)

ED 284 150 CG 020 083

Metzger, Leigh Ann
Understanding the Problem of Pornography.
Family Research Council of America, Inc., Washington, DC.
PUB DATE- Dec 86
NOTE- 17p.
AVAILABLE FROM- Family Research Council of America, Inc., 515 Second St., N.E., Washington, DC 20002 ($5.00 suggested contribution for 1-5 copies, discounts for larger orders, all amounts tax deductible).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Reports - General (140)
DESCRIPTORS- Child Abuse; *Legal Problems; *Moral Issues; *Obscenity; *Pornography; Sexual Abuse; *Sexuality
This report was written to clarify the terms often associated with pornography and to help readers understand the issue of pornography more clearly. The first chapter defines pornography, as it was defined by the United States Attorney General's Commission on Pornography, as "that material (which) is predominantly sexually explicit and intended primarily for the purpose of arousal." Four basic legal categories of pornography are then explained: (1) obscenity; (2) indecency; (3) child pornography; and (4) constitutionally-protected materials. The second section of the report poses commonly asked questions about pornography and discusses answers. Topics covered include research evidence that pornographic materials are harmful; views of the Attorney General's Commission on Pornography; First Amendment and censorship violation issues; other types of pornography; and the role of organized crime in the production and distribution of pornographic materials. The last two sections present key pornographic statistics, lists of Supreme Court cases, and anti-pornography organizations, endnotes, and selected literature for further reading. (NB)

ED 284 164 CS 008 732

Venezky, Richard L.; And Others
The Subtle Danger: Reflections on the Literacy Abilities of America's Young Adults.
Educational Testing Service, Princeton, NJ. Center for the Assessment of Educational Progress.
REPORT NO.- 16-CAEP-01; ISBN-0-88685-060-6
PUB DATE- Jan 87
NOTE- 67p.; For the report, "Literacy: Profiles of America's Young Adults," see ED 275 701.
AVAILABLE FROM- Center for the Assessment of Educational Progress, Educational Testing Service, Rosedale Rd., Princeton, NJ 08541-0001.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adult Literacy; Critical Thinking; Educational History; Educational Testing; Functional Literacy; International Trade; Reading Ability; Reading Skills; Writing Skills
IDENTIFIERS- National Assessment of Educational Progress

Noting that the demands of literacy have increased and that it is in this context that literacy performance must be evaluated, this book summarizes the most important results of the Young Adult Literacy Assessment, and provides thoughtful analysis of their implications from the standpoint of unemployment, economic competitiveness, the problem of poverty, and inequality among subgroups in the population. The first chapter of the book provides an orientation to the problem of literacy, defining literacy and differentiating between schooling and education, while the second chapter traces the history of literacy and its assessment in the United States. The Young Adult Literacy Assessment is described in the third chapter, including sampling methods and text types used, and how the results are categorized, while the fourth chapter discusses the resulting assessment of abilities based on document types and processing demands. The fifth chapter compares the performance of selected subgroups, classified by factors including socioeconomic status and educational level. The final chapter draws some conclusions about ways in which literacy levels can be increased, and a brief epilogue puts the current literacy situation into a less than catastrophic perspective. Several pages of notes and references are appended. (HTH)

ED 284 177 CS 008 865

Reed, Keflyn Xavier
An Analytical Comparison of Reading Levels of Junior College Students with the Readability Levels of Textbooks Used in Content Area Courses.
PUB DATE- 12 Feb 87
NOTE- 12p.; Paper presented at the Annual Conference of the Postsecondary Reading Council of Alabama (Montgomery, AL, February 12, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Content Area Reading; Instructional Materials; *Readability; Readability Formulas; Reader Text Relationship; *Reading Ability; *Reading Comprehension; Reading Difficulties; Reading Instruction; Reading Research; *Reading Strategies; Two Year Colleges; Two Year College Students
IDENTIFIERS- Open Door Programs
A study compared the average reading ability levels of freshmen enrolled at an open-door community college with the readability levels of eight content area textbooks used in courses at the institution. Subjects, 100 students enrolled in reading courses, were randomly selected and administered the Nelson-Denny Reading Test to determine reading ability. Readability levels of the content area textbooks were calculated using the Fry Readability Formula and Graph. Results indicated that the readability levels of the eight textbooks were above the mean reading score of the students tested. Findings suggested that the students would experience difficulty with their texts and would need teacher assistance as they read. Findings also suggested that reading strategies--such as SQ3R, reading with a definite purpose, and asking questions while reading--should be taught, and that guided reading lessons should be tried. In addition, developmental reading courses, especially those that include textbook reading techniques, should be continued. (Tables of data and references are attached.) (NKA)

ED 284 218 CS 210 572

Crowley, John H.
Media Directors Help Plan a Media Course.
PUB DATE- Aug 87
NOTE- 16p.; Paper presented at the Annual Meeting of The Association for Education in Journalism and Mass Communication (70th, San Antonio, TX, August 1-4, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Advertising; Computer Software; *Curriculum Development; *Curriculum Research; Job Skills; Marketing; Mass Media; Media Research; Persuasive Discourse; Theory Practice Relationship; Writing Skills
IDENTIFIERS- Advertising Agencies; Marquette University WI
In an effort to plan a more useful media course for advertising majors at Marquette University, Milwaukee, Wisconsin, a survey was conducted, along with a series of informal interviews, of media directors with large and small advertising firms. The five participating directors completed broad questionnaires on which they rated on a five-point scale descriptions of topics and exercises that had been used in a previous media course, and topics and exercises that were being considered for use. Results suggested that there was a broad consensus as to the importance of several items, including knowledge of basic terms of advertising; familiarity with computers, word processing programs, and spread sheet programs; knowledge of inter-media comparisons; and understanding of the way marketing strategy and creative strategy affect media planning. Similarly, most agreed that understanding agency compensation and psychographic comparison of vehicles was not particularly important. Small firms and large firms disagreed on the importance of knowing the specifics of CDI's and BDI's, and the least definite set of answers came from the question on direct marketing. When asked whether anything else was important for advertising students to learn, all five directors agreed that good writing skills are extremely important, and some suggested that an understanding of statistics and negotiation tactics is helpful. (JC)

ED 284 232 CS 210 619

Whitby, Gary
The Oversoul of Reform: Horace Greeley and New England Transcendentalism.
PUB DATE- Aug 87
NOTE- 40p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (70th, San Antonio, TX, August 1-4, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Journalism; Mysticism; Newspapers; *Philosophy; Poetry; Publishing Industry; Religion; Romanticism; *Social Action; Social Change; United States History
IDENTIFIERS- *Greeley (Horace); Nineteenth Century; *Transcendentalism
Entries in the New York "Tribune" suggest that editor Horace Greeley and his writing were part of New England transcendentalism. This was manifested in Greeley's interest in poetry, newspaper publishing, reform, and an overall practical social idealism. He was long associated with both literary figures and reform movements, and as a Universalist, his religious ideas were similar to those of the transcendentalists. Similarly, he believed in individual enlightenment, in society as a formation of individual consciences subject to the "Omniscient Beneficence" (or Oversoul), and in individual freedom. Transcendental mysticism and imagination are exhibited in the writings of the "Tribune" as well, all of which advocated social change based on intuitive perceptions and imaginative new life styles. Greeley's Fourierism, a supposed cosmic force based on what Fourier called "attraction," which leads individuals to adopt the kind of labor they are suited to and which eventually forms successful "associations" based on preferences, is a doctrine which illustrates this. Greeley's romantic Christian socialism saw God as a divine mix of deistic and romantic principles, the universe running by natural law but needing reform. His beliefs led him to become an advocate of social good, brotherly love and cooperation, and the reconstruction of society in these terms. (Nine pages of notes are included.) (JC)

ED 283 953 CE 047 561

Enhancement of Pedagogical Abilities of Vocational Teachers to Serve Handicapped Students in Regular CBVE Programs--Year 2. Final Report. Teacher Education Research Series Vol. 27, No. 1.
Pennsylvania State Univ., University Park. Dept. of Agricultural and Extension Education.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Adult Education.
PUB DATE- 1 Oct 86
NOTE- 102p.
CONTRACT- 86-6006
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Competency Based Education; *Disabilities; Handicap Identification; Higher Education; *Inservice Teacher Education; *Mainstreaming; Secondary Education; *Teaching Skills; Vocational Education; *Vocational Education Teachers

A project provided vocational teachers with inservice field-based clinical experience with handicapped students to develop pedagogical competencies. It also implemented a delivery system for providing assistance to vocational teachers who have handicapped learners mainstreamed into their classrooms. After the types of handicapped students were identified, a delivery system to aid in the development of pedagogical abilities of vocational teachers was implemented. Vocational teachers received both formal instruction and individualized instruction in a clinical atmosphere to develop the necessary competencies to serve the needs of handicapped students. Over 15 teachers of vocational technical education from six area vocational schools in the Pennsylvania State University's service delivery area received instruction in how to work with handicapped students mainstreamed into their classrooms. This instruction included teaching strategies, instructional approaches, technical information on the different handicapping conditions, and alternative evaluation techniques. (Following the seven-page narrative are 92 pages of appendixes containing sample materials used in the inservice and materials distributed to teachers--teaching techniques and strategies for students with various disabilities, vocational modifications, alternative testing methods, and a handicap check list.) (YLB)

ED 283 996 CE 047 701

Numeracy Learning Packages for Further Education. A Summary Document.
Further Education Unit, London (England).
REPORT NO.- ISBN-0-948621-90-7
PUB DATE- 87
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Basic Education; Foreign Countries; *Instructional Materials; *Learning Modules; *Material Development; *Number Concepts; Postsecondary Education; Use Studies; Workshops
IDENTIFIERS- *Numeracy; United Kingdom

A study examined the availability, cost, and usefulness of numeracy packages suitable for use in further education. Sixty-one of 590 further education (including tertiary) colleges in England, Wales, and Scotland (a 10.3 percent response rate) completed survey instruments. Relatively few books and packages were found to be widely used. Many staff members construct their own assignments, and in spite of some apparent duplication of effort, there is some evidence that students preferred college-made assignments over commercial material. It appears that numeracy in further education is an underexploited, underresearched area of study and thus deserving of further research. (The final section of this report includes a few ground rules for developing and using learning packages along with some cautionary notes about computer-based materials. A short appendix on numeracy workshops is also included.) (MN)

ED 284 024 CE 047 835

Newman, Mark; And Others
A Comparison of Agriculture in the United States and the European Community.
Economic Research Service (DOA), Washington, DC. Agriculture and Rural Economics Div.
REPORT NO.- ERS-AGES870521
PUB DATE- Jun 87
NOTE- 74p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Agricultural Production; *Agriculture; Comparative Analysis; *Employment Patterns; Exports; Federal Programs; *International Trade; *Public Policy
IDENTIFIERS- *European Community; *United States
It is difficult to compare the United States and European Community (EC) agricultural sectors for several reasons. For one thing, the European community is an economic association of 12 independent nations, each of which has its own national methods of data collection and statistical presentation. The problem of comparing the two sectors is further complicated by differences in measurement techniques and the limited availability of data for certain years and locations. Agriculture in the EC involves more people than agriculture in the United States. U.S. farms are larger and fewer than EC farms (9.8 million farms averaging 42 acres each in the EC versus 2.3 million U.S. farms averaging 438 acres each). EC agriculture contributes a larger share of gross domestic product (GDP) than in the United States, but the U.S. per capita contribution to GDP of those employed in agriculture is larger.

Incomes in agriculture have decreased and become more variable in both sectors, and in both areas agriculture's contribution to GDP has not grown as fast as the general economy. The EC has just passed the United States as the world's largest agricultural exporter, and it is also a market for one-fourth of the United States' agricultural exports. The costs of supporting agriculture prices and agriculture stocks have risen rapidly in both areas, thereby leading to pressure to examine policy reforms on both sides of the Atlantic. (MN)

ED 284 259 CS 210 703

Daiker, Donald A., Ed.; And Others
Sentence Combining: A Rhetorical Perspective.
REPORT NO.- ISBN-0-8093-1191-7
PUB DATE- 85
NOTE- 386p.; Funding for this publication provided in part by a grant from the Exxon Education Foundation. Essays in this volume were originally presented at the Conference on Sentence Combining and the Teaching of Writing (2nd, Oxford, OH, October 21-22, 1983). For selected papers from the first conference, see ED 259 393.
AVAILABLE FROM- Southern Illinois University Press, P.O. 3697, Carbondale, IL 62901 ($14.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Collected Works - Proceedings (021)
DESCRIPTORS- Coherence; Epistemology; *Expository Writing; Higher Education; Learning Strategies; Persuasive Discourse; Revision (Written Composition); Rhetoric; *Sentence Combining; *Sentences; *Teaching Methods; Theory Practice Relationship; Writing Evaluation; Writing Exercises; Writing Processes; Writing Skills
IDENTIFIERS- *Rhetorical Theory

The 23 original essays on sentence combining in this volume range in focus from classroom methodology and effectiveness, through theoretical issues and syntactic constructions, to current issues in the field. The essays and their authors are as follows: (1) "The Role of the Elaborated Dominant Nominal in the Measurement of Conceptual and Syntactic Fluencies in Expository Writing" (J. C. Mellon); (2) "Differential Effects of Sentence Combining on College Students Who Use Particular Structures with High and Low Frequencies" (W. L. Smith and G. A. Hull); (3) "Sentence Patterns: Some of What We Need to Know and Teach" (G. J. Broadhead); (4) "Sentence Combining and Discourse Processing: In Search of a General Theory" (R. de Beaugrande); (5) "Sentence Combining, Generative Rhetoric, and Concepts of Style" (W. L. Stull); (6) "Some Cognitive Issues in Sentence Combining: On the Theory that Smaller is Better" (R. L. Hake and J. M. Williams); (7) "Sentence Combining as Kid-Watching" (P. Hartwell and G. LoPresti); (8) "The Use of Sentence Combining in an Articulated Writing Curriculum: A Report on Illinois State University's NEH Project in Progress" (J. Neuleib and R. Fortune); (9) "Computer-Assisted Instruction in Sentence Combining: Will It Work?" (L. Feldmeier); (10) "From Sentence Combining to Whole Essay Revision: Theory into Practice" (J. D. Sommers); (11) "Reading as Writing: Meaning-making and Sentence Combining" (R. A. Hunt); (12) "Performative Assessment of Writing Skills" (L. Faigley); (13) "Writing Badly to Write Well: Searching for the Instructive Line" (D. M. Murray); (14) "Sentence Combining in the Teaching of the Writing Process" (R. Gebhardt); (15) "Sentence Combining as Play: Preparing for Insight" (M. R. Weis, SSJ); (16) "Syntactic Play and Composing Theory: What Sentence Combining Has Done for Teachers of Writing" (J. J. Comprone); (17) "The Challenge for Sentence Combining" (P. Elbow); (18) "Sentence Combining: Across Source-of-Information Boundaries" (N. K. Laib); (19) "World Combining" (A. L. Palacas); (20) "Sentence Combining and Argument Skill: Toward a Pedagogy" (J. F. Stratman); (21) "Wistful and Admiring: The Rhetoric of Combination" (D. Bartholomae); (22) "An Epistemic View of Sentence Combining: Practice and Theories" (K. Dowst); and (23) "How Sentence Combining Works" (W. Strong). (JG)

ED 284 286 CS 210 736

Roskelly, Hephzibah
Active Learning to Active Teaching: A New Direction in Teacher Preparation.
PUB DATE- Mar 87
NOTE- 17p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (38th, Atlanta, GA, March 19-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College School Cooperation; Cooperating Teachers; *Course Content; Educational Research; English Instruction; *English Teacher Education; Higher Education; *Preservice Teacher Education; Secondary Education; Secondary School Teachers; Student Teacher Evaluation; *Student Teachers; *Teaching Skills; Theory Practice Relationship
IDENTIFIERS- University of Massachusetts
In response to evidence of inadequately trained secondary school English teachers, this report details an experimental education course for the preservice training of English/Secondary Education majors at the University of Massachusetts at Boston. The first section looks at the impetus for such a pre-practice course, and notes that previous education majors had encountered a gap between the theories they had learned in their college classes and the problems they faced as student teachers. This section goes on to describe the belief of the English department and professional and governmental organizations that such teacher inadequacies were contributing to high rates of attrition and illiteracy. The second section describes the course design and applications, emphasizing student experience in specially selected high school classrooms and team-teaching of the education course by high school teachers who have graduated from the Boston Writing Project and by English Department faculty. This section stresses the heavy reading load and the hands-on application of theory to the classroom. A final section suggests implications for the course and notes the importance of cooperation between the high school teachers and the college faculty, the need for a greater role for the Boston Writing Project, and the need for the course to have a more direct connection to experts in specialized areas of literacy. (References and a footnote are included.) (JC)

ED 284 039 CE 047 859

Stentzel, Cathy; Steenland, Sally, Ed.
Women, Work and Age: A Report on Older Women and Employment.
National Commission on Working Women, Washington, D.C.; Wider Opportunities for Women, Inc., Washington, D.C.
PUB DATE- 87
NOTE- 49p.
AVAILABLE FROM- NCWW/Wider Opportunities for Women, 1325 G Street, NW, Washington, DC 20005 ($10.00).

LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Age Discrimination; Displaced Homemakers; Educational Attainment; *Employed Women; Employment Level; *Employment Patterns; *Employment Problems; Fringe Benefits; Futures (of Society); *Individual Characteristics; Labor Force; Marital Status; *Middle Aged Adults; Policy Formation; Public Policy; Retirement; Salary Wage Differentials; Unemployment

Fifty-four percent of all midlife and older American women are in the work force. Like their younger counterparts, most older women work in nonprofessional occupations. Regardless of their age, working women earn less than men. Sixty-five percent of working women aged 45 to 64 are married; 30 percent are widowed, divorced, or separated; and 5 percent have never married. Many women in their fifties and sixties have become displaced homemakers after years of being at home and supported by their husbands. Most are extremely vulnerable from an economic standpoint. The median educational attainment for women aged 45 to 64 is 12.6 years, with 80 percent having at least a high school diploma. Only one in eight women aged 45 to 64 is a college graduate as opposed to one in four between the ages of 25 and 34. Because of low wages and meager benefits during their working lives, many older women retire on an inadequate retirement income. Four out of five women have no pension at all. Government statistics claiming that older women have lower unemployment rates than do younger women mask the significant numbers of older women who have ceased looking for work because of prolonged, unsuccessful job searches. Cultural and age bias are other important problems facing older women. (A two-page fact sheet on women, work, and age is included.) (MN)

ED 284 095 CG 020 028

Dixon, John Ross
The Dropout Dilemma: Parenting in a Preventive Mode.
PUB DATE- Nov 86
NOTE- 12p.; Paper presented at the Annual In-Service Training Conference (13th, Cleveland, OH, November 12-15, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Adolescents; Child Development; *Childhood Needs; Children; Community Involvement; *Educational Environment; Elementary Secondary Education; *Family Environment; Interpersonal Competence; *Self Concept; *Social Environment; Success

Research has clearly shown a persistent and significant relationship between self-concept and academic achievement. A child's self-concept affects not only academic achievement and school performance, but personal and social adjustment and career development as well. Parent attitudes in the family environment, teacher attitudes in the school environment, and peer attitudes in the community environment all work together to form the child's self-concept and to influence his achievement. There are several ways to improve the quality of these three environments. In a quality family environment, the family is deeply involved in learning, psychologically close, and oriented toward the neighborhood and community. The children are able to govern themselves and solve problems with little parental intervention. Family conversations are clear and spontaneous, generally constructive, and have little distortion in them. Parents hear and encourage expressions of differences of opinion. While family members gain increasing independence with age, both parents remain active participants in family affairs. The school environment can also be improved. The Dr. Martin Luther King, Jr. Multi-Cultural Institute has a 16-point program objectives list to enhance the school self-image of each child. In the community, school, or home, children learn success through contact with successful people, through identifying with excellence, through positive feedback and through warm and accepting relationships with others. (NB)

ED 284 109 CG 020 042

Mitchell, Thomas; Henning, Jane
Effects of Present Salary on Resume Evaluations: Sex Discrimination?
PUB DATE- Apr 87
NOTE- 12p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (33rd, Atlanta, GA, March 25-28, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Business Administration Education; *College Students; *Evaluation Criteria; Higher Education; *Personnel Selection; *Salaries; *Salary Wage Differentials; Sex Differences; *Sex Discrimination

Despite legislative and judicial attempts to remedy sex discrimination in the workplace, women continue to earn 60% less than their male counterparts. One factor that could influence an employer's evaluation of an applicant is the knowledge of that applicant's salary on his or her present job. A study was conducted to determine the influence of an applicant's present salary on the evaluation of his or her qualifications and suitability for hire. Undergraduate business majors (N=80) rated four applicant resumes, each for a different job. Each subject rated two male applicants and two female applicants with either high or low present salary. Subjects evaluated applicants' qualifications and hirability, and awarded a starting salary. The results indicated that, compared to high present-salary applicants, low present-salary applicants were offered less starting salary for all jobs, and were rated as less qualified for engineer and advertising manager jobs. For the engineer job, low present-salary applicants were regarded as less likely than high salary applicants to be successful, and were less likely to be hired. These findings imply a potential for perpetuating sex discrimination and an earning differential between men and women. (Author/NB)

ED 284 123 CG 020 056

Scherman, Avraham; Tedder, Sandra L.
Training Counselors in Divorce Intervention: A Course Approach.
PUB DATE- Apr 87
NOTE- 30p.; Paper presented at the Annual Convention of the American Association for Counseling and Development (New Orleans, LA, April 21-25, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Custody; Children; *Counseling Services; Counselor Role; *Counselor Training; *Course Descriptions; *Divorce; *Inservice Education; Intervention; Legal Problems; Models; Parent Counseling; Stepfamily
This paper recognizes an increasing demand for counseling services for children and adults affected by divorce and notes that counselors traditionally have not been trained to provide such services. It presents a six-unit training outline which can be used as a course or as an inservice workshop for training mental health workers in offering services to persons affected by divorce. The first unit, "Review and Trends in the Literature," examines pre-1970 and post-1970 literature as two distinct periods in reported research concerning divorce impact on children. Unit 2, "Models of Intervention," presents the model developed by Wallerstein and Kelly, the Grief Model, the Rebuilding Model, and a Multimodal Therapy Model. Unit 3, "Working with Children," lists instruments useful for informational or research purposes and describes activities in the areas of emotions, cognition, problem-solving, and school-related problems. Unit 4, "Working with Parents," identifies five areas of intervention for working with single parents. Unit 5, "Working with Step-Families," addresses problems associated with remarriage. The final unit, "Child Custody Law and Mediation," examines the legal problems of divorce. Content materials and references for each of the six units are described. (NB)

ED 284 192 CS 008 889

Combs, Martha, Ed.
National Reading and Language Arts Educators' Conference Yearbook.
PUB DATE- 86
NOTE- 46p.; Papers from the National Reading and Language Arts Educators' Conference (Kansas City, MO, September 25-26, 1986). Document contains small print.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Classroom Research; Critical Reading; Elementary Secondary Education; Humor; Inservice Teacher Education; Language Arts; Listening Comprehension; Metacognition; *Preservice Teacher Education; *Reading Instruction; Reading Processes; Reading Research; Reading Skills; Reading Strategies; Remedial Reading; *Teacher Improvement; Teaching Methods; *Teaching Models; *Teaching Skills; Videotape Cassettes; Videotape Recorders; *Writing Instruction; Writing Processes; Writing Research
IDENTIFIERS- Dialogue Journals

Articles in this yearbook cover a variety of topics in the field of language arts instruction, such as applying recent metacognition theory in reading instruction; using of journals, videotapes, and humor in the classroom; training reading teachers; and improving students' speaking and listening skills. Articles and their authors are as follows: (1) "Dialogue Journals in Elementary Methods Courses" (K. E. Danielson and K. H. Wendelin); (2) "Achieving a Purpose for Reading: The Metacognitive Strategies of Reading Methods Students" (M. F. Heller); (3) "Preparing Reading Teachers to Use Research in Teaching" (T. R. Schnell); (4) "The Language Arts Classroom and Early Practicum Experience--Learning Techniques and Screening Devices" (D. Cunningham, P. McClurg, and L. Zorko); (5) "Using Videotaped Remedial Reading Instruction to Improve Teaching" (W. Ramsey and D. Rocchio); (6) "Building Listening Comprehension: Models for Use with Pre-Service and In-Service Teachers" (B. Sperling and D. Padron); (7) "Secondary Teachers' Awareness of Reading Skills" (B. A. Lloyd); (8) "Darwin Discovers the Teacher of Writing" (R. Wilborn); (9) "What's So Funny? Utilizing Characteristics of Humor to Teach Critical Reading Skills" (J. E. Parks); and (10) "The Language of Children's Oral and Written Stories" (M. Ice). (SKC)

ED 284 205 CS 210 407

Communication Education.
Summit School District RE-1, Frisco, CO.
PUB DATE- 86
NOTE- 51p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Communication Skills; Critical Thinking; Curriculum Development; Curriculum Guides; Developmental Stages; Educational Philosophy; Elementary Secondary Education; Handwriting; *Integrated Curriculum; *Language Arts; Literature Appreciation; Reading Instruction; *Speech Curriculum; Spelling Instruction; Writing Instruction

Intended for use by teachers of kindergarten through grade 10, this curriculum guide is designed to make communication education an integral part of the school program. The philosophy of the guide focuses on the processes of analyzing, formulating a position, and organizing information or ideas into meaningful form, rather than solely on surface features such as literal comprehension in reading, mechanics in writing, and correct speech. It defines curriculum objectives generally for each subject area, and then shows how they are implemented in detailed developmental schedules of expected skill acquisition for each grade level in the following subject areas: reading, literature, writing, speaking and listening, using media, reasoning, handwriting, spelling. These schedules indicate the grade level at which each skill or process is formally introduced, formally reinforced, mastered, and then informally enriched and extended. (JG)

ED 284 299 CS 210 752

Raper, Linden Fisher
Techniques from Television to Stimulate Classroom Writing.
PUB DATE- Jun 87
NOTE- 83p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Content Area Writing; Educational Media; Educational Resources; Elementary Secondary Education; Instructional Materials; *Media Adaptation; News Writing; Programing (Broadcast); Student Attitudes; Student Motivation; Teaching Methods; *Television; Television Commercials; *Television Curriculum; Writing Exercises; *Writing Instruction; Writing Research
IDENTIFIERS- Television Literacy; *Television Writing

Noting that television is a medium ripe for exploitation by teachers because children are already motivated to watch, this handbook presents over 20 activities and teaching techniques centering around teaching students at all levels to write for television. An introduction presents background information on benefits of using television writing in classrooms, such as helping students distinguish television fiction from fact and developing critical thinking and listening skills. The first four activity and teaching suggestion chapters are aimed at kindergarten and elementary students and the remaining chapters are designed for secondary students. Chapters are as follows: (1) TV's contribution to poor writing skills, (2) storyboards (teaching information), (3) storyboards (activities), (4) television sets, (5) the television script, (6) fragment of a sample script, (7) student written script examples, (8) television commercials, (9) NAB (National Association of Broadcasters) code, (10) television commercial writing, (11) additional writing assignments, (12) television news analysis, (13) television news writing style, (14) news writing pointers, (15) television news writing, (16) news documentary, "60 Minutes"; (17) television documentary writing, (18) Charles Kuralt script sample, (19) television play writing, (20) survey, and (21) writing topic ideas to promote critical thinking. The activities are followed by extensive listings of ERIC materials and additional sources on television, a discussion of television career education, and a summary. Notes and bibliography are also included. (SKC)

ED 284 313 CS 505 648

Korzenny, Felipe; Dollinger, Patricia
Stranger Ethnicity and Communication.
PUB DATE- Feb 87
NOTE- 16p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Salt Lake City, UT, February 13-17, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Asian Americans; Blacks; Communication Research; Comparative Analysis; *Cross Cultural Studies; *Cultural Context; Cultural Differences; Cultural Influences; Cultural Traits; *Ethnicity; Hispanic Americans; *Interpersonal Communication; *Social Behavior; *Stranger Reactions; Whites
IDENTIFIERS- *Homophily
A study examined the degree to which members of different ethnic groups--Whites/Anglos, Hispanic/Latinos, Asians, and Blacks--vary in (1) the reasons they adopt for communicating or not communicating with strangers, (2) the situations in which they choose to interact with strangers, and (3) the types of strangers with whom they feel comfortable communicating. Subjects, 237 well-to-do male and female adults living in a large multicultural city on the West Coast and self-identified as to ethnic group, responded to an instrument administered by trained interviewers. Results indicated that Blacks were more likely than other ethnic groups to interact with strangers, and that Asians were the least likely. The four groups did not differ in their reasons for interaction with strangers, which included interest, companionship and help, but rather in their reasons for not interacting, which included shyness and enculturation. Results also indicated that Whites and Hispanics were more likely to communicate with strangers at parties, on vacation, or at bars, but Blacks were more likely to interact with strangers in public places such as stores, the street, and public transportation. As expected, each ethnic group was likely to feel more comfortable communicating with strangers of like ethnicity except for Asians, who were neither more nor less likely to communicate with Asian strangers. Findings suggest that Blacks delineate an outgoing profile, while the Asian profile is reserved and cautious. (A table of data is included, and references are appended.) (NKA)

ED 283 941 CE 047 348

Criminal Justice Systems. Block I: Law Enforcement. Block II: The Courts. Block III: Corrections. Block IV: Community Relations. Block V: Proficiency Skills. Block VI: Criminalistics. Instructor Guide.

Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.

REPORT NO.- PS-006-BK-85

PUB DATE- Aug 85

NOTE- 1,095p.; For a related document, see CE 047 350. Document contains colored pages.

LANGUAGE- English

EDRS Price - MF08/PC44 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Adult Education; *Community Relations; Competency Based Education; *Correctional Rehabilitation; *Courts; *Crime Prevention; Instructional Materials; *Law Enforcement; Law Related Education; Learning Activities; Police; *Police Education; Postsecondary Education; Pretests Posttests; State Curriculum Guides; Student Evaluation

IDENTIFIERS- Criminal Justice; *Criminal Justice System

This instructor guide together with a student guide comprise a set of curriculum materials on the criminal justice system. The instructor guide is a resource for planning and managing individualized, competency-based instruction in six major subject areas or blocks, which are further broken down into several units with some units having several sections. The blocks are (1) law enforcement system (history, code of ethics, constitutional law and law enforcement operations, law enforcement operations, report writing); (2) the courts (court system, criminal justice process, criminal law, juvenile courts); (3) corrections (history, government corrections systems, prison society, probation and parole, jail operations and treatment programs, juvenile corrections); (4) community relations (human relations, crime prevention); (5) proficiency skills (physical fitness, combative and defensive tactics, police short baton, riot response tactics, basic police weapons, rescue tactics); and (6) criminalistics (basic forensic examinations, basic forensic photography, fingerprint technology). Each unit (or section) provides these components: objectives; instructional guide (content outline); suggested activities; a list of reference materials; a list of audiovisual materials; a list of tools, equipment, and,supplies; pretest and answer key; posttest and answer key; and performance checklist. Information on use of the curriculum materials and a student progress chart are located at the front of the instructor guide. Answer keys to review questions in the student guide are included. (YLB)

ED 283 982 CE 047 650

Jensen, Mary; Trace, Michael W.
Rehabilitation Associate Training for Employed Staff. Maintaining Behavior (RA-8).
Ellsworth Community Coll., Iowa Falls, IA.; Wisconsin Univ.-Stout, Menomonie. Stout Vocational Rehabilitation Inst.
SPONS. AGENCY- Rehabilitation Services Administration (ED), Washington, DC.
PUB DATE- 82
NOTE- 64p.; For related documents, see CE 047 642-655.
GRANT- 44-P-81418/7-02
AVAILABLE FROM- Materials Development Center, Stout Vocational Rehabilitation Institute, University of Wisconsin-Stout, Menomonie, WI 54751.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Counselor Training; *Generalization; *Inservice Education; Learning Activities; Learning Modules; Postsecondary Education; *Rehabilitation Counseling; *Reinforcement; *Vocational Rehabilitation
IDENTIFIERS- *Behavior Management

This learning module, which is intended for use in in-service training for vocational rehabilitation counselors, outlines strategies for maintaining appropriate client behaviors and facilitating their generalization to other environments. The information presented is relevant for existing behaviors as well as for behavior to be taught, increased, or reduced in the future. The first section defines the concepts of maintenance and generalization. The next section deals with the following aspects of maintenance: procedures for changing reinforcement schedules, methods of reducing reinforcement, ratio schedules of reinforcement, and interval schedules of reinforcement. The section on generalization covers ways of changing reinforcers, delaying reinforcers, training supervisors, and changing conditions. Two self-tests are also included. (MN)

ED 283 997 CE 047 702

Supporting Adult Learning: A Curriculum Strategy for the Development of Continuing Education/Training for Adults. A Discussion Document.
Further Education Unit, London (England).
REPORT NO.- ISBN-0-948621-78-8
PUB DATE- 87
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Adult Education; *Adult Learning; *Continuing Education; *Curriculum Development; *Educational Strategies; Foreign Countries; Postsecondary Education; *Regional Planning
IDENTIFIERS- *United Kingdom
This guide deals with issues that should be considered by individuals involved in the education and training of adults. In particular, this document stresses the importance of processes of curricular design and recognition of a core of skills as a basis for learning. The first section discusses recent developments by the Further Education Unit's Board of Management, the DES PICKUP and REPLAN initiatives, the RESTART programme, and the Adult Training Strategy (a national education and training strategy for adults living in the United Kingdom). The second section, which deals with designing curricula, outlines the aims, processes, and content of provision and emphasizes that this approach is as relevant to the part-time recurrent nature of adult learning as it is to full-time programs. Opportunities and access are discussed next. The fourth section discusses some of the major national-level initiatives that are currently underway to reform and coordinate further education and training. The fifth section is devoted to local initiatives to support and coordinate the provision of adult education and training, with particular emphasis on the areas of negotiation, counseling and guidance, assessment, and the design of flexible modes of delivery. (MN)

ED 284 011 CE 047 727

High Technology Needs Assessment.
Southeastern Louisiana Univ., Hammond.
SPONS. AGENCY- Louisiana State Dept. of Education, Baton Rouge. Div. of Vocational Education.
PUB DATE- Oct 86
NOTE- 70p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Computer Oriented Programs; Educational Planning; *Futures (of Society); *Manufacturing Industry; *Needs Assessment; Numerical Control; Robotics; Statewide Planning; *Technological Advancement; Vocational Education
IDENTIFIERS- *Computer Assisted Drafting; *Louisiana

A project produced a high technology status report providing needs assessment data for educational planning. The purpose was to determine the impact and future of high technology in Louisiana. Information was obtained from 68 Louisiana manufacturing industries by mailed questionnaire. Data indicated that 45 industries were involved in high tech. A majority of the industries were involved in high technology through the use of Computer-Aided Drafting (CAD) Equipment; they becamne involved in high technology as a method to increase production. Information was collected on types of computer hardware and software packages, Computer Numerical Control (CNC) equipment and software packages, CAD equipment and software packages, and industrial robots used. When Louisiana industries recruited for high technology positions, most required either a B.S. in engineering or industrial technology. More internal or in-house training and vendor training were needed by industry to implement high technology. A future high tech educational requirement by industry was projected for trained individuals, preferably in the area of CAD. Most industries anticipated one to five new positions. Important CAD competencies were use and understanding of terminology and application of basic drafting techniques, important CNC competencies were knowledge of machining processes and familiarity with hardware and operation, and robot safety was viewed as very important. (YLB)

ED 284 054 CE 047 885

Johnson, Scott Duncan
Knowledge and Skill Differences between Expert and Novice Service Technicians on Technical Troubleshooting Tasks. Training and Development Research Center Project Number Twenty.

Minnesota Univ., St. Paul. Dept. of Vocational and Technical Education.
PUB DATE- Jul 87
NOTE- 307p.
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; *Cognitive Processes; Comparative Analysis; *Electronic Technicians; Experience; *Job Skills; *Knowledge Level; *Problem Solving; *Repair; Vocational Education
IDENTIFIERS- Experts; *Troubleshooting

The major purpose of a study was to identify the knowledge, skill, and cognitive process differences between expert and novice technicians on technical troubleshooting tasks. Identification of these differences was conducted through two investigations. Investigation 1 sought to describe differences in the declarative and procedural knowledge bases that expert and novice troubleshooters bring to a problem situation. This phase involved the development and administration of dependent measures to quantify the differences between the two groups. Investigation 2 sought to identify the differences in the troubleshooting performance of experts and novices. Two groups of subjects were selected: a novice group of five service technicians enrolled in a training course at the Onan Corporation in Minnesota and an expert group of five manufacturing technicians who troubleshoot failed generators at this same corporation. Subjects were presented with two generator sets that had selected faults installed in them. Each subject was asked to find the fault using any of the tools and materials that were available. In addition, the subjects were asked to "think aloud" so their verbalizations could be recorded for later analysis. Very definite differences were found in declarative knowledge, procedural knowledge, and directly and indirectly observable troubleshooting performance. The primary difference was that experts were able to select better information and generate better hypotheses, that is, in the types of information acquired, the types of procedural tests performed, and the types of hypotheses generated. (Appendixes, which comprise two-thirds of the document, include the instruments and extensive subject protocols.) (YLB)

ED 284 067 CE 047 906

Bailis, Lawrence Neil
Community-Based Organizations and Vocational Education: The Path to Partnership. Information Series No. 319.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 87
NOTE- 48p.
GRANT- G008620030
AVAILABLE FROM- National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. IN319--$6.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Community Coordination; *Community Organizations; *Cooperative Programs; Demonstration Programs; Educational Benefits; Futures (of Society); Models; *Organizational Effectiveness; Organizational Objectives; Postsecondary Education; *Prevocational Education; *School Community Programs; *Vocational Education
IDENTIFIERS- *Carl D Perkins Vocational Education Act 1984

Community-based organizations (CBOs) have been an integral part of the employment and training programs of the past two decades and have provided a wide variety of services to youth and adults alike. The vast differences between different CBOs make it impossible to draw definitive, generalizable conclusions about them. It appears, however, that partnerships between school systems and CBOs (particularly in the area of prevocational education and supportive services) can reattract to the system people who might otherwise have given up and can provide disadvantaged youth and adults the fundamental and basic skills needed to succeed in secondary and postsecondary programs. The Carl D. Perkins Vocational Education Act has laid the foundation and provided the funding for new partnerships between CBOs and vocational education. Technical barriers to coordination can be overcome by adopting longer-range planning horizons, face-to-face meetings between vocational educators and CBO staff (to eliminate false stereotypes), developing suitable accountability procedures, and contracting with CBOs that have demonstrated the ability to manage and account for funds. A variety of program models are possible, including vocational orientation and counseling, remedial education, career education in an alternative high school setting, employment and work experience programs, and combined/comprehensive programs. (Models of 10 exemplary programs and sources of information about specific CBOs are appended.) (MN)

ED 284 081 CG 020 014

Lasaga, Jose I.; And Others
Determining Suicide Risk Using a New Word Association Technique.
PUB DATE- 22 Aug 86
NOTE- 10p.; Paper presented at the Annual Meeting of the American Psychological Association (94th, Washington, DC, August 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Clinical Diagnosis; *Deinstitutionalization (of Disabled); Evaluation Methods; *High Risk Persons; *Institutionalized Persons; Patients; *Self Destructive Behavior; *Suicide
IDENTIFIERS- *Word Associations
Patients' rights legislation makes the determination of possible danger to self and others extremely important for patients about to be discharged from mental institutions, especially patients who were admitted because of suicidal behavior. Because evaluation methods which rely on patient self-reports may be manipulated by clever patients, a new word association technique was developed for use in the determination of suicide risk. The list of stimuli may include words which express feelings; relate to aspects, areas, or stages of life; or are indicative of significant interpersonal relations. While stimuli lists are formed with some freedom, three words are usually included in all explorations of suicide: future, hope, and death. Subjects are instructed to react with three different ideas or thoughts to each stimulus. Hospital inpatients (N=34) who had attempted suicide or had presented serious suicide ruminations or threats were administered the word association test. Tests were scored blindly by two judges. Scores were then compared to a categorization of the patients as suicidal or non-suicidal made by psychiatrists with full access to each patient. The test correctly identified 82% of the suicidal and 94% of the non-suicidal subjects. A 5-month follow-up provided additional support for the test. Test results may provide information about a patient's risk and the motivations that led to self-destructive behavior. (References and three samples of the technique are appended.) (Author/NB)

ED 284 137 CG 020 070

Buri, John R.; And Others

Parenting and Adolescent Self-Esteem.
SPONS. AGENCY- College of St. Thomas, St. Paul, Minn.
PUB DATE- Aug 86
NOTE- 13p.; Paper presented at the Annual Convention of the American Psychological Association (94th, Washington, DC, August 22-26, 1986).
GRANT- 33181
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Authoritarianism; *College Students; *Discipline; Higher Education; *Parent Influence; Permissive Environment; *Self Esteem; *Sex Differences
IDENTIFIERS- *Nurturance

Research has shown variables of parental nurturance (acceptance, encouragement, support) of their children to be positively correlated with their children's self-esteem. This study investigated the effects of parental nurturance and the use of permissive, authoritarian, and authoritative parental discipline upon the self-esteem of college students. College students (N=335) completed a demographic information sheet and five questionnaires designed to measure parental nurturance, parental discipline, and self-esteem. The results revealed that parental nurturance of both the mother and father were more strongly correlated with self-esteem than were the parental discipline variables. While the use of authoritarian and authoritative discipline significantly correlated with self-esteem, regression analyses revealed that their effects upon self-esteem were primarily due to their influence upon parental nurturance. The six variables that correlated significantly with self-esteem were mother's nurturance, father's nurturance, mother's authoritarianism, mother's authoritativeness, father's authoritarianism, and father's authoritativeness. The familial variables of parental nurturance and parental discipline were more strongly correlated with the self-esteem of females than with the self-esteem of males. (Author/NB)

ED 284 151 CG 020 084

Warner, Kenneth E.; And Others
Public Policy on Smoking and Health: Toward a Smoke-Free Generation by the Year 2000. Volume 73, No. 2.
American Health Association, Dallas, TX. National Center.

PUB DATE- Feb 86
NOTE- 19p.; A Statement of a Working Group to the Subcommittee on Smoking.
AVAILABLE FROM- Office of Scientific Programs, American Heart Association, 7320 Greenville Ave., Dallas, TX 75231 (Order No. 71-024-A, single copies free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Advertising; *Air Pollution; Diseases; Dislocated Workers; *Environmental Standards; Farmers; *Health; Outplacement Services (Employment); *Public Policy; *Smoking; Taxes; *Tobacco; World Problems

This policy statement on smoking and health was written by a working group of experts commissioned by the American Heart Association's Subcommittee on Smoking to study relevant issues and recommend appropriate policies for achieving a smoke-free society by the year 2000. To aid in developing and implementing public policies designed to facilitate the transition from a smoking to a nonsmoking society, the report discusses and recommends four policies: (1) increasing the federal cigarette excise tax; (2) eliminating or restricting tobacco advertising and other forms of smoking promotion; (3) assuring the rights of nonsmokers to clean air through legislative means; and (4) identifying mechanisms to ease and assist the transition of tobacco farmers to other crops or careers. Each of these four policy recommendations is discussed in detail and it is noted that each recommendation addresses both the prevention of the initiation of smoking habits and the encouragement of cessation. In addition to these four policies, the report stresses a need for more and better school health education and for continued research on smoking and health; recognizes that other policies are also important; and expresses concern over both the rapid growth of smoking in Third World countries and the growing use and documented hazards of smokeless tobacco. (Author/NB)

ED 284 165 CS 008 761

Simons, Herbert D.; Ammon, Paul R.
The Language of Beginning Reading Texts. Final Report.
SPONS. AGENCY- National Council of Teachers of English, Urbana, Ill. Research Foundation.
PUB DATE- Apr 87
NOTE- 70p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Basal Reading; *Beginning Reading; Educational Assessment; Evaluation Methods; Instructional Effectiveness; Language Usage; Learning Strategies; *Miscue Analysis; Primary Education; *Readability; Reading Ability; Reading Achievement; *Reading Comprehension; *Reading Processes; Reading Research; Skill Analysis; Student Evaluation; Teaching Methods; *Textbook Content; Theory Practice Relationship

To weigh the negative effects of "primerese" against its supposedly improved readability, a study compared the reading of controlled basal stories with that of the same stories minimally rewritten into more natural language. Participants were 64 white, lower middle class first grade students selected from five classrooms (all with basal instruction programs) in two communities. The children were paired by word recognition scores, each member reading alternate versions of the same four stories over a two-week period. They were tested for comprehension and for oral reading miscues. In comprehension, subjects with high word recognition scores profited from changes in the revised versions, while low word recognition subjects were not affected. Students reading the rewritten version answered a majority of questions correctly more often, suggesting that reduced dependence on pictures and natural language conventions facilitated inference, coordination of different parts of the text, and a greater use of expectations based on natural language in top-down processing of the texts. Analysis of oral reading miscues indicated that while the rewritten versions had no significant effect on rate of reading or word miscues, they reduced the proportion of graphically based miscues for high word recognition subjects, who consistently produced fewer punctuation miscues, suggesting that the rewritten texts were more in keeping with expectations children derive from naturally occurring language patterns. Tables, references, texts and test questions are included. (JG)

ED 284 178 CS 008 866

Pikula, Joan
The Effects of Semantic Mapping on Vocabulary Growth in Grade Four.
PUB DATE- May 87
NOTE- 31p.; M.A. Thesis, Kean College of New Jersey.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Grade 4; Intermediate Grades; Reading Research; Teaching Methods; *Vocabulary Development
IDENTIFIERS- *Semantic Mapping

A study examined the effectiveness of semantic mapping instruction as a technique for increasing vocabulary. Subjects, 38 fourth grade students in two classrooms, were divided into experimental and control groups. Both groups were pretested for their knowledge of selected words taken from the Scott, Foresman Reading Program, Grade Four. The control sample was then taught vocabulary using the traditional dictionary technique suggested in the basal manual, and the experimental group was taught semantic mapping, involving the development of a network of semantic categories by the students using their existing knowledge of vocabulary. Posttest results at the end of the six-week period indicated no statistically significant difference between the two groups. However, the experimental group exhibited a great enough gain over the control sample to warrant replication of the study over a greater period of time. (Tables of results and references are included, and appendixes contain the vocabulary test, the list of target words, and the raw scores for the pretest and posttest.) (HTH)

ED 284 219 CS 210 573

Wallace-Whitaker, Virginia
You Did What? Using the AIDS/Condoms Advertising Controversy in the Classroom.

PUB DATE- Aug 87
NOTE- 33p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (70th, San Antonio, TX, August 1-4, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Advertising; *Class Activities; *Controversial Issues (Course Content); Evaluation; Higher Education; Instructional Material Evaluation; Radio; Writing Exercises
IDENTIFIERS- *Advertising Copywriting; *Condoms; Public Service Advertising

Convinced that students in a college advertising class could profit from a discussion about AIDS and condom advertising and hoping to design a related creative problem that would incorporate effective advertising principles, an instructor planned a class project that revolved around public service advertising and the AIDS issue. The students actively discussed various approaches to a sensitive issue such as AIDS, and then worked on standard questions to create a copy platform--in this case, an anxiety relieving measure as well as a structural base focusing on target audience, positioning, tone, product benefits, major marketing problem, and unique selling proposition. The class studied existing condom ads and brochures about AIDS from the student health center, and considered several approaches to the topic. As a final assignment students wrote and recorded a radio advertisement for condoms, associating the condoms with the AIDS crisis. All but two of the students completed the assignment, and the finished commercials showed a directness toward the subject matter, an understanding of radio writing style, and a sincere desire to communicate the message. A post-project questionnaire elicited student opinions of the assignment, which proved to the instructor that learning can occur under stress, if formal structures are present as lifelines. (A sample questionnaire and examples of student scripts are appended.) (NKA)

ED 284 233 CS 210 624

Gentry, Richard H.
The National Council of Churches' Alleged Leftist Bias: To What Degree Did Two Major Media Set the Agenda for Debate on the Issue?
PUB DATE- Aug 87
NOTE- 32p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (70th, San Antonio, TX, August 1-4, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bias; Churches; Editorials; Journalism; Liberalism; *Mass Media Effects; Media Research; News Media; Periodicals; Persuasive Discourse; *Political Attitudes; *Press Opinion; *Religious Organizations; Television Viewing
IDENTIFIERS- 60 Minutes (Title); *Agenda Setting; Media Bias; *National Council of Churches; Readers Digest
In January 1983, the American public read or saw hard-hitting allegations of leftist bias by the National Council of Churches (NCC) in the largest circulation magazine, "Reader's Digest," and on the top-rated television program, "60 Minutes." A study examined the extent to which the media set the agenda for debate on this issue. It was hypothesized (1) that the twin attacks on the NCC would be the catalyst for a surge of treatment of the issue in religious periodicals and general circulation media; (2) that given the explosive nature of allegations of Marxist bias, especially applied to a religious body, the allegations themselves would draw more comment from religious media than would the merits of the substantive issue raised; and (3) that editorial reactions in religious periodicals would focus on the "60 Minutes" segment more than on the "Reader's Digest" article. A wide range of print media was chosen for sampling for relevant content from the period of January 1981 through January 1985--two years before and after the date of the attacks. Hypothesis one was supported, while hypothesis two was supported only in the case of interdenominational religious journals. Hypothesis three was not supported quantitatively, but a more significant pattern emerged in the qualitative dimension, as "60 Minutes" appeared to provoke much more commentary than did "Reader's Digest." Results indicated that no firm conclusions can be drawn as to mass media agenda-setting in this case. Findings suggest, however, that using mass media to dramatize an issue carries with it destructive side effects. (Tables of data are included, and 47 footnotes are appended.) (NKA)

ED 284 246 CS 210 672

Sandler, Neil W., Ed.
Plain English for Better Business. Summary of Proceedings of the Annual Washington Forum of the Council of Better Business Bureaus (10th, Washington, DC, 1986).
Council of Better Business Bureaus, Inc., Arlington, VA.
PUB DATE- 86
NOTE- 29p.; Publication supported in part by grants from the Alcoa Foundation and Polaroid, Inc. Photographs may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Basic Vocabulary; *Business Communication; Business Correspondence; *Business English; Business Responsibility; Communication Research; Communication Skills; International Trade Vocabulary; *Language Usage; Organizational Communication; Readability; *Technical Writing; Writing Research
IDENTIFIERS- *Plain English; *Plain English Movement; Plain Language Laws
Focusing on the benefits derived from using plain English in business and technical writing, this document summarizes the presentations at a forum of Better Business Bureau council members. Titles of the articles and their authors are as follows: (1) "English: Number One Language of Business" (W. H. Tankersley); (2) "What Is Plain English?" (M. Yocum); (3) "The Past, Present and Future of Plain English" (C. Felsenfeld); (4) "The New York Experience...The Plain English Statute in Action" (P. Sullivan); (5) "How to Encourage Plain English" (T. A. Murawski); (5) "The Blurring of the English Language" (J. S. Fish); (6) "Plain English in Warranties" (D. A. Collins); (7) "Billing in Plain English" (S. J. Hughes); (8) "The Plain English Contract" (C. Felsenfeld); (9) "Using Plain English in Owner Manuals and User Guides" (L. L. Gray); (10) "How Plain English Pays Off in Insurance Policies" (R. Mathisen); (11) "Benefits of Plain English to Utilities" (J. Marden-Stephens); (12) "Plain English Helps the Financial Services Industry" (M. J. McGrath); and (13) "Plain English and Creativity in Advertising" (J. Chervokas). Copies of a sample promissory note in business jargon and its equivalent in plain English are appended. (SKC)

ED 284 273 CS 210 720

Dorney, Jacqueline M.
The Plain English Movement. ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 87
NOTE- 3p.
CONTRACT- 400-86-0045
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Consumer Protection; Educational Change; *English Instruction; Federal Legislation; *Language Styles; Language Usage; *Organizational Effectiveness; Readability; Writing for Publication; Writing Improvement; *Writing Skills
IDENTIFIERS- Doublespeak; ERIC Digests; Jargon; *Plain English Movement

Intended for administrators and policymakers as well as teachers, this digest examines the current state of the plain English movement, which is an effort to persuade government agencies, businesses, and professional organizations to write in clear, understandable English. After enumerating the benefits that the use of plain English can generate for both organizations and the general public, this digest outlines the plain English movement by (1) describing how the consumer movements in the 1960s influenced federal and state legislation to ensure readability of government and business documents; (2) examining how the plain English movement has affected education, and (3) discussing publications pertinent to the movement. Sixteen references are included. (NKA)

ED 283 954 CE 047 585

Nontraditional Career Awareness.
Forbes Road East Area Vocational Technical School, Monroeville, PA.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Adult Education.
PUB DATE- 86
NOTE- 51p.; Document contains colored paper.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Career Awareness; *Career Education; *Females; Instructional Materials; Learning Activities; *Males; *Nontraditional Occupations; Secondary Education; *Sex Fairness; Units of Study

This packet contains materials for a three-day nontraditional career awareness unit which have been tested and evaluated by over 10,000 students and numerous counselors and other educators. Its purpose is to make students more aware of the full range of career opportunities open to male and female students. A cover page for each day lists objectives, procedures, and materials required. Student handouts, including worksheets and informative material, follow. Supplementary materials are appended. These include tests and information sheets on a variety of nontraditional career opportunities, such as business occupations, health assistants, child care provider, cosmetologist, fashion designers, professional dancing, printer, welder, electrician, civil technology, machine operator, engine repair trade, and building trades. (YLB)

ED 283 968 CE 047 632

Cudaback, Dorothea J.; Dickinson, Nancy S.
From Pregnant Teen to Parent: Does Reading Help? A Research Report on Pregnant Teens and Young Mothers Study.
California Univ., Berkeley. Cooperative Extension Service.
PUB DATE- Dec 86
NOTE- 49p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; Comparative Analysis; *Early Parenthood; *Extension Education; Home Study; Outcomes of Education; *Parenting Skills; Postsecondary Education; Pregnant Students; *Program Effectiveness; *Supplementary Reading Materials
IDENTIFIERS- California; *Parent Express
Parent Express is a series of 15 eight-page booklets for expectant and new parents. The booklets, which are keyed to the baby's age, are mailed to recipients monthly in sequence from the third trimester of pregnancy through the baby's first birthday. The booklets were originally developed by the Cooperative Extension Human Relations staff at the University of California for teenage and low-income parents. This report presents results of a study of the use of Parent Express by teenage mothers and its impact on their parenting knowledge, attitudes, and practices. The content of the booklets focuses on information that has been shown to be predictive of good parenting. The effectiveness of the booklets was evaluated in a comparative study in which 70 mothers received the booklets and a comparable control group of 85 mothers did not. A comparison of the pre- and posttest interviews with mothers in each of the groups indicated that compared with the control group mothers, study group mothers were significantly more likely to (1) report using magazines and pamphlets as sources of parenting information during their baby's first year; (2) report a desire for additional parenting information; (3) believe that mothers have a marked influence over their baby's intelligence and self-confidence; and (4) receive not-at-risk scores on the Home Screening Questionnaire, a standardized instrument that is used to screen for infants' developmental delays due to inadequate parenting or environmental influences. (The study questionnaires are appended.) (MN)

ED 284 025 CE 047 838

Hoffman, Linwood A.; Livezey, Janet
The U.S. Oats Industry. Agricultural Economic Report Number 573.
Economic Research Service (DOA), Washington, D.C.
PUB DATE- Jul 87
NOTE- 125p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Order No. AER-573).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Agribusiness; Agricultural Education; *Agricultural Production; Agriculture; Federal Programs; *Grains (Food); *International Trade; *Marketing
IDENTIFIERS- *Oats; *Pricing
This report describes the United States oats industry from producers to consumers and provides a single source of economic and statistical information on oats. Background information on oats is provided first. The report then examines the basic factors of supply, demand, and price to determine what caused the decline in the importance of oats and how smoothly it was made. Other sections highlight the marketing system (assembly, storage, handling, grading and inspection, transportation, processing, and exporting), costs, government policy and programs, and world trade for oats (production, consumption, stocks, and trade). The report includes 51 tables within the text and 13 appendix tables. A listing of references is also appended. (YLB)

ED 284 287 CS 210 737

Rijlaarsdam, G.
Audience-Oriented Writing and Peer Evaluation. SCO Cahier No. 19.
Amsterdam Univ. (Netherlands).
PUB DATE- Sep 83
NOTE- 21p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (34th, Detroit, MI, March 17-19, 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Foreign Countries; *Goal Orientation; Metacognition; *Peer Evaluation; Peer Relationship; Secondary Education; *Teaching Methods; *Writing Evaluation; *Writing Improvement; Writing Research
IDENTIFIERS- *Audience Awareness; Netherlands
To demonstrate that peer evaluation is an appropriate means of improving written composition, particularly in terms of audience and goal orientation, the use of peer evaluation as a teaching method is discussed and then the connection between peer evaluation and audience awareness is drawn. Based on observation of Dutch 17-year-old students, the following reasons for having students' written work evaluated by the writers' peers were adduced: (1) students learn more about writing, (2) students are better at judging audience orientation, (3) students are better at telling each other what is good and what is bad, (4) students make multiple and analytical evaluation possible, (5) peer evaluation leads to increased writing frequency, and (6) peer evaluation means immediate feedback. Both educational theory and communication theory support these observations, as does research done in Holland on the effect of peer evaluation, which has shown that students are as effective as teachers in evaluating peer writing. Other studies have shown neither positive nor negative effects of peer evaluation, perhaps because they measured inappropriate aspects of written composition ability. A proposed set of experiments examining the influence of peer evaluation on goal orientation, audience orientation, and news value will better reflect the benefits of peer evaluation. Because the peer audience is both immediate and "real," students will be more aware of their audience and the metacognitive aspects of their writing will be enhanced. (Appendixes include an evaluation schedule and a chart summarizing pertinent research. Notes and references are included.) (SKC)

ED 284 040 CE 047 861

Training Parent-Trainers to Facilitate Career Education Practices in Homes of Urban Handicapped Youth. Final Report.
City Univ. of New York, N.Y. Inst. for Research and Development in Occupational Education.
SPONS. AGENCY- Department of Education, Washington, DC.
REPORT NO.- CASE-03-87
PUB DATE- Jul 87
NOTE- 366p.
GRANT- G008400765
LANGUAGE- English

EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Career Education; Community Cooperation; Cooperative Programs; *Disabilities; *Disadvantaged Youth; Economically Disadvantaged; Junior High Schools; *Parent Child Relationship; *Parent Education; *Parent Role; Program Effectiveness; Special Education; Urban Education; Workshops
IDENTIFIERS- New York (New York)

A project was designed to enrich the career growth and development of inner-city handicapped junior high students by training parent-trainers using a trainer-of-trainers model. Through the training process, the project also aimed at forging a strong working relationship among collaborating groups whose personnel were being trained. To achieve these goals, project staff worked on site with representatives of parent advocacy groups, community organizations, and junior high school special education units. Over the course of three years, the project trained more than 150 parent educators from a cross-section of schools and local organizations in 11 community school districts in New York City. The training included a seminar and practicum. Throughout the project, special attention was devoted to developing parent-trainer leadership and advocacy skills. The project was evaluated in terms of its effect on trainees, parents, and their children. The extensive evaluations indicated that project participants developed competencies in the following areas: career education, advocacy, and group process. (Following a brief narrative, the bulk of this document consists of three internal and three external evaluation reports, as well as appendices consisting of workshop materials and evaluation instruments.) (Author/KC)

ED 284 096 CG 020 029

Piirto, J. Betty
Goal-Setting as a Motivational Technique.
PUB DATE- Jun 87
NOTE- 38p.; A field research report for Master of Education degree, National College of Education.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Academic Achievement; *Classroom Techniques; *Elementary School Students; Goal Orientation; Grade 4; Intermediate Grades; *Motivation Techniques; *Objectives; *Student Motivation

IDENTIFIERS- *Goal Setting; Self Management
Researchers have suggested that many low-achieving students lack planning skills and self-direction. In this study, goal-setting techniques were used to provide self-management for fourth-grade mathematics students lacking planning skills. While all 30 students in the classroom participated in the project, 5 boys who had low mathematics diagnostic test scores and who exhibited poor organizational skills and appeared to lack focus and concentration were selected as target students. Students were presented with a step-by-step goal-setting procedure to follow. The goal-setting intervention included 8 introductory sessions over a 3-week period, a mathematics diagnostic test, 5 large-group and 15 small-group meetings over a 15-week period, and a midyear mathematics diagnostic test. Baseline data were obtained from the first diagnostic test. Daily grades, unit test scores, and unit grade averages over the 15-week period provided interim data. Post-test data came from the midyear diagnostic test. The results revealed that the specific goal of increasing mathematics achievement with low achievers was not met; only one of the five targeted students showed improvement in test scores. Goal-setting did, however, appear to motivate students to accept more responsibility for their education and behavior, and it proved most helpful to the inconsistent achievers. (NB)

ED 284 110 CG 020 043

Eisler, Terri A.; Iverson, Barbara
Predicting Career Choice in College Women: Empirical Test of a Theory-Based Model.
PUB DATE- Nov 86
NOTE- 24p.; Paper presented at the Annual Conference of the National Council on Family Relations (Dearborn, MI, November 3-7, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Academic Aspiration; *Career Choice; College Students; *Females; Higher Education; *Modeling (Psychology); Nontraditional Occupations; *Parent Attitudes; *Parent Influence; Predictor Variables; *Reinforcement; Socialization
While investigations of the impact of parental factors on children's career choices have identified variables that appear predictive of career choice in males, variables which influence career choice in females are less well documented. This study used social learning theory as a framework for examining the impact of parental reinforcement, modeling, and attitudes on the career choices of women. Two groups of female college students (N=165) completed a 47-item Likert-type questionnaire assessing their perceptions of their parents' reinforcement patterns, modeling behaviors, and attitudes. Career choices were categorized as traditional or nontraditional. Discriminant analysis was used to predict career choice. Four underlying factors of parental attitudes and reinforcements were isolated: maternal traditional dimension, paternal traditional dimension, parental support for career academic effort dimension, and parental support for career success dimension. Analyses indicated that parental support for academic effort was a significant predictor of career choice. The findings suggest that parental reinforcement of academic effort is a significant correlate of career choice, traditional or nontraditional, across heterogeneous groups of women, controlling for age, socioeconomic status, marital status, grade point average, and place of residence. Findings have implications for parents and practitioners. (NB)

ED 284 124 CG 020 057

Kruger, Louis J.
A Functional Approach to Performance Appraisal of School Psychologists.
PUB DATE- 5 Mar 87
NOTE- 18p.; Paper presented at the Annual Meeting of the National Association of School Psychologists (New Orleans, LA, March 4-8, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accountability; Elementary Secondary Education; *Evaluation Criteria; *Evaluation Methods; Evaluation Needs; *Improvement; *Job Performance; *Personnel Evaluation; Research Needs; *School Psychologists

This paper presents a functional approach to the performance apppraisal of school psychologists, citing the high likelihood of increased public demand for accountability from human service professionals and a paucity of systematic efforts to appraise the performance of school psychologists as evidence of the importance of this topic. A functional approach to performance appraisal is defined as one that facilitates the improvement of a school psychologist's performance. It is argued that the functionality of performance appraisal is enhanced by setting the conditions for supervisees (school psychologists) to participate in the appraisal process. Factors that seem to mediate the relationship between participation and its potential benefits are delineated. The dimension of performance (what a school psychologist does) as an appraisal target is distinguished from competence and effectiveness. Based on the importance of maximizing the fairness and functionality of performance appraisal, it is suggested that the focus of appraisal efforts be on the performance (not competence or effectiveness) of school psychologists. A recommended process for appraising the performance of school psychologists is outlined which involves the following activities: (1) determining what categories of performance should be appraised; (2) constructing appraisal scales; (3) developing a plan for collecting data about performance; (4) using a scale to rate performance; (5) selecting performance categories for improvement efforts; and (6) maintaining performance improvement. (Author/NB)

ED 284 179 CS 008 867

Koehler, Linda J. S.; Lloyd, Lyle L.
Using Fingerspelling/Manual Signs to Facilitate Reading and Spelling.
PUB DATE- Sep 86
NOTE- 15p.; Paper presented at the Biennial Conference of the International Society for Augmentative and Alternative Communication (4th, Cardiff, Wales, September 22-24, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Dyslexia; Elementary Education; *Finger Spelling; *Manual Communication; Phoneme Grapheme Correspondence; *Reading Instruction; Reading Research; Sign Language; *Spelling Instruction; Teaching Methods; Visual Learning; Vocabulary Development

Research indicates that using the manual alphabet in classes of non-deaf students is effective both for spelling and vocabulary instruction. Teachers appreciate the way signing physically involves the students, acts as a self-cueing system, is inexpensive, and helps with writing problems like "b" and "d" reversals. Other advantages are: (1) it is easier to attend to visual symbols than to auditory ones in a noisy environment; (2) there is greater consistency in representation of visual/manual symbols than auditory/vocal symbols; (3) the temporal duration of visual symbols can be adjusted with little distortion; and (4) visual/manual signs are more easily associated with visual referents than are spoken symbols. Research on the effects of fingerspelling on phonemic awareness and reading/spelling shows that it can help learners segment syllables into sounds. Fingerspelling is useful for helping dyslexic children (and illiterate adults) in non-English speaking countries, as is shown by studies conducted in Belgium, Portugal, and Sweden as well as in the United States and the United Kingdom. Fingerspelling has been shown to be of more benefit than traditional phonics instruction, because the visual cues reinforce the separate sound segments, and it benefits reading because of its time orientation--it shows learners the importance of sequencing of sounds or letters. Another advantage of fingerspelling is that it helps with memory drills. (A bibliographic listing of the literature reviewed is included.) (SKC)

ED 284 193 CS 008 890

Afflerbach, Peter
The Influence of Prior Knowledge on Expert Readers' Main Idea Construction Processes. Outstanding Dissertation Monograph, 1986.
International Reading Association, Newark, Del.
REPORT NO.- ISBN-0-87207-492-7
PUB DATE- 87
NOTE- 50p.; Ph.D. Dissertation, State University of New York at Albany, August 1985.
AVAILABLE FROM- International Reading Association, 800 Barksdale Rd., Newark, DE 19714-8139 (Book No. 494, $5.00 member, $7.00 nonmember).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041) Reports - Research/Technical (143)
DESCRIPTORS- Higher Education; *Prior Learning; Protocol Analysis; Psycholinguistics; Reader Text Relationship; *Reading Comprehension; *Reading Processes; Reading Research; Reading Skills; *Reading Strategies; Schemata (Cognition); Theory Practice Relationship
IDENTIFIERS- *Main Idea
A series of three studies examined the influence of prior knowledge on expert readers' main idea construction processes. Eight expert readers read texts from familiar and unfamiliar content domains, and gave verbal reports of the processes they used for constructing main ideas. Five distinct main idea construction processes were reported: (1) initial hypothesis, (2) topic/comment, (3) draft and revise, (4) listing, and (5) automatic main idea construction. A significant interaction was found between main idea construction process type and text familiarity. Results indicated that the relative familiarity of the text topic influences the type of main idea construction process used. The think aloud protocols also allowed examination of the processes used in concert with main idea construction, including importance assignment, hypothesis testing, and comprehension monitoring. The findings imply that teachers should acknowledge the difficulty of the main idea extraction process and model the process for their students. (Three appendixes contain descriptions of texts used in the experiments, instructions given to subjects, and a description of the verbal transcription method. Two pages of references are included.) (SKC)

ED 284 206 CS 210 412

Fiderer, Adele; And Others
On Writing Expectations K-3.
Scarsdale Union Free School District 1, N.Y.
PUB DATE- Apr 86
NOTE- 74p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Childhood Attitudes; *Child Language; Childrens Art; Creative Writing; Descriptive Writing; *Developmental Stages; Freehand Drawing; Language Acquisition; *Learning Processes; Primary Education; *Writing Evaluation; Writing Improvement; Writing Instruction; *Writing Processes; *Writing Readiness; Writing Research
IDENTIFIERS- Invented Spelling; Writing Attitudes
Intended for parents and teachers who are interested in the approximate level at which their primary school-age children should be writing, this document describes the type of writing children at each age can produce and how they go about producing it. An introduction makes this point and offers a set of writing process terms to describe compositions written in the writing process method: (1) rehearsing; (2) drafting; (3) conferring; (4) revising; (5) editing; and (6) publishing. It then provides an overview of the paper and explains the "invented spelling" used in the paper. Four sections follow, labeled "Kindergarten," "First Grade," "Second Grade," and "Third Grade." The sections describe the characteristics of student writing at each grade level and students' attitudes toward composing, the appearance of the product, developmental problems exhibited by each grade level, the students' writing processes, and appropriate levels of expectations for each grade. Each section also offer samples of student work. In the "Kindergarten" section it is noted that students often use drawings as a springboard for writing. In the "First Grade" and "Second Grade" sections students are described as enthusiastic about writing, and it is noted that drawings take up less room than in earlier compositions. The third grade section notes that students' work generally loses its "voice" and becomes lifeless as children become more interested in appearance, order, and mechanical correctness. (JC)

ED 284 260 CS 210 704

Petrosky, Anthony R., Ed.; Bartholomae, David, Ed.
The Teaching of Writing. Eighty-Fifth Yearbook of the National Society for the Study of Education. Part II.
National Society for the Study of Education, Chicago, Ill.
PUB DATE- 86
NOTE- 212p.; Part I is not announced in Resources in Education (RIE).
AVAILABLE FROM- University of Chicago Press, 5801 Ellis Ave., Chicago, IL 60637 ($18.00); National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 51825, $18.00 member, $22.00 nonmember).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Content Area Writing; Elementary Secondary Education; Higher Education; Process Education; Program Descriptions; Teaching Methods; Theory Practice Relationship; Writing Evaluation; *Writing Instruction; *Writing Processes; Writing Research
Intended for composition teachers and researchers, as well as those involved with educational issues apart from the writing community (legislators, administrators, researchers in other fields, parents), this book contains essays that take a critical step beyond the standard arguments of the profession, pushing hard for example, at some of the complacencies of the "process approach," putting "writing across the curriculum" in historical context, bringing basic questions into specialized discussion, and looking at the political implications of presumably "neutral" uses of writing. Following an introductory chapter by David Bartholomae, the titles of the chapters and their authors are as follows: (1) "Why Write?" (J. T. Gage); (2) "Teaching Writing: The Major Theories" (A. R. Gere); (3) "Composing Processes: An Overview" (P. Bizzell); (4) "The Writer's Knowledge: Theory, Research, and Implications for Practice" (G. Hillocks, Jr.); (5) "Problems in Process Approaches: Toward a Reconceptualization of Process Instruction" (A. N. Applebee); (6) "Evaluation and Learning" (R. Brown); (7) "Learning to Write and Writing to Learn in the Elementary School" (M. E. Giacobbe); (8) "Teaching Writing in Secondary Schools" (M. Myers); (9) "Coming of Age in College Composition" (P. Kameen); and (10) "On the Road to Shanghai: A Three-Year Project with the Public Schools" (A. R. Petrosky). (HTH)

ED 284 274 CS 210 721

Probst, R. E.
Transactional Theory in the Teaching of Literature. ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 87
NOTE- 3p.
CONTRACT- 400-86-0045
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Critical Reading; *English Instruction; Higher Education; Individualized Reading; *Literature Appreciation; *Reader Response; *Reader Text Relationship; Reading Comprehension; Reading Research; Secondary Education; *Teaching Methods
IDENTIFIERS- ERIC Digests; *Transactional Theory

Intended for literature instructors, this digest explains the relationship of transactional theory (a reciprocal, mutually defining relationship between the reader and the literary text) to the teaching of literature. The importance of the reader's part in literature is first demonstrated, noting that attention must be paid to who the readers are, their expectations of the text, and the choices they make as they read. The digest next differentiates between the efferent stance, in which the reader is primarily concerned with what he or she will carry away as information from the text, and the aesthetic stance, in which the reader focuses primarily upon the experience lived through during the reading. The digest notes that efferent stance is appropriate when seeking information, while the aesthetic stance is useful when the reader wishes to experience the full emotional, aesthetic, and intellectual experiences afforded by the text. Uses of transactional theory in teaching are then discussed, emphasizing the following principles: (1) the "poem" is within the reader, (2) primary responses should be considered, (3) the classroom atmosphere should be cooperative, (4) the conception of literary knowledge will be expanded, and (5) transactional analysis is related to other literary studies. The most salient principles of instruction are also outlined, including: response; giving ideas time to crystallize; and opening up the discussion to the topics of self, text, and others. (SKC)

ED 284 300 CS 505 536

Johnson, J. David
An Examination of the Relationship between Communicative Work Dependency and Response Satisfaction.
PUB DATE- May 87
NOTE- 21p.; Paper presented at the Annual Meeting of the Eastern Communication Association (78th, Syracuse, NY, May 18-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Communication Research; Employee Attitudes; Employer Employee Relationship; Information Needs; Job Satisfaction; Organizational Climate; *Organizational Communication; Organizational Development; Peer Relationship; Verbal Communication; *Work Environment

Two studies examined the relationship between various indicators of communicative work dependency and response satisfaction. Work dependency is a structural variable that influences individual information processing needs, while response satisfaction is a relational variable pertaining to the communication climate of organizations. For Study One, conducted in the first few months of operation of a retail store, employees completed a scale developed by Jablin (1978). Study Two, carried out in a consumer goods warehouse, measured variables traditionally examined in the framework of the International Communication Association audit. The results of Study One established a link between satisfactory supervisory relationships and variables dealing with supervisor understanding and getting the information needed to perform one's job. In Study Two, overall communication satisfaction was strongly related to the need for information from specific others. The results of both studies emphasized the importance of horizontal communication relationships for response satisfaction, and taken together revealed the complex interrelationship between two variables which are embedded in the overarching theories of systems and human relations. (Tables of data are included.) (AEW)

ED 284 314 CS 505 649

Martin, Robert
Oral Communication. English Language Arts Concept Paper Number 1.
Oregon State Dept. of Education, Salem.
PUB DATE- May 87
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reference Materials - Bibliographies (131)
DESCRIPTORS- Curriculum Development; Elementary Secondary Education; English Curriculum; *Interpersonal Communication; Language Skills; *Listening Skills; Nonstandard Dialects; *Oral English; Speech Curriculum; *Speech Skills; Verbal Communication

Noting that current students will become citizens of the Information Age, and that much of their social and professional success will depend on their speaking and listening skills, this paper supports the call for required courses in oral communication and proposes components of successful oral communication programs. The introduction describes the current lack of speaking and listening instruction in American schools, and defines five functions of language: controlling, feeling, informing, ritualizing, and imagining. The second section deals with the need for oral communication skills in society, pointing out that oral skills are vital for success in many careers from police work to corporate board rooms, and that oral communication training can also be of benefit at home. The inadequacy of current high school students' oral communication training is highlighted in the third section, while the fourth section recommends practices and behavioral objectives for an overall oral communication program within the categories of (1) specific communication competence skills, (2) awareness of when standard and nonstandard English are appropriate, (3) key curriculum guidelines, (4) ideal learning environment, and (5) teacher training requirements. In the fifth section, characteristics of a strong oral communication program are enumerated, and it is stressed that oral skills activities must be part of the curriculum, appropriate for grade level, reinforced by teachers, and reinforced outside of class as well. Following the conclusion is a 13-item annotated bibliography of oral and listening skills resources. (SKC)

ED 283 942 CE 047 350

Criminal Justice Systems. Block I: Law Enforcement. Block II: The Courts. Block III: Corrections. Block IV: Community Relations. Block V: Proficiency Skills. Block VI: Criminalistics. Student Guide.

Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.

REPORT NO.- PS-007-BK-85
PUB DATE- Aug 85
NOTE- 998p.; For related document, see CE 047 348.
LANGUAGE- English
EDRS Price - MF07/PC40 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; *Community Relations; Competency Based Education; *Correctional Rehabilitation; *Courts; *Crime Prevention; Instructional Materials; *Law Enforcement; Law Related Education; Learning Activities; Police; *Police Education; Postsecondary Education
IDENTIFIERS- Criminal Justice; *Criminal Justice System

This student guide together with an instructor guide comprise a set of curriculum materials on the criminal justice system. The student guide contains self-contained instructional material that students can study at their own pace most of the time. Six major subject areas or blocks, which are further broken down into several units, with some units having several sections, are included. The four blocks are (1) law enforcement system (history, code of ethics, constitutional law and law enforcement operations, law enforcement operations, report writing); (2) the courts (court system, criminal justice process, criminal law, juvenile courts); (3) corrections (history, government corrections systems, prison society, probation and parole, jail operations and treatment programs, juvenile corrections); (4) community relations (human relations, crime prevention); (5) proficiency skills (physical fitness, combative and defensive tactics, police short baton, riot response tactics, basic police weapons, rescue tactics); and (6) criminalistics (basic forensic examinations, basic forensic photography, fingerprint technology). Each unit's (or section's) components include introduction, objectives, text, review questions, and/or practical exercise. (YLB)

ED 283 955 CE 047 613

Single Parent or Displaced Homemaker Program Management Guide.
Utah State Office of Education, Salt Lake City. Div. of Vocational Education.
PUB DATE- 87
NOTE- 41p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Education; *Adult Programs; Advisory Committees; *Displaced Homemakers; *Employment Programs; Females; Financial Support; Inservice Education; Job Development; Job Placement; Job Skills; Job Training; *One Parent Family; Outreach Programs; *Program Administration; *Program Implementation; Statewide Planning; Technical Assistance
IDENTIFIERS- Utah

This guide is designed to provide vocational education, single parent/displaced homemaker program directors, and other interested persons with information to help them support, establish, and conduct programs for single parents or displaced homemakers in the nine vocational education planning regions of Utah. It includes definitions and staff responsibilities and qualifications. Information is provided on the components of a single parent or homemaker program: outreach; pre-employment training; employment training, job development, placement, and follow-up; evaluation; inservice training/technical assistance; linkages; advisory committee and public relations; and funding sources and fiscal accountability. Each component is discussed in regard to objectives, suggested time frame, and implementation strategies; a checklist is also provided. A selected bibliography, sample intake form, and listing of Utah single parent/displaced homemaker programs are appended. (YLB)

ED 283 983 CE 047 651

Jensen, Mary; Trace, Michael W.
Rehabilitation Associate Training for Employed Staff. Reducing and Eliminating Behavior (RA-9).
Ellsworth Community Coll., Iowa Falls, IA.; Wisconsin Univ.-Stout, Menomonie. Stout Vocational Rehabilitation Inst.
SPONS. AGENCY- Rehabilitation Services Administration (ED), Washington, DC.
PUB DATE- 82
NOTE- 91p.; For related documents, see CE 047 642-655.
GRANT- 44-P-81418/7-02
AVAILABLE FROM- Materials Development Center, Stout Vocational Rehabilitation Institute, University of Wisconsin-Stout, Menomonie, WI 54751.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Behavior Modification; *Counselor Training; Environmental Influences; Ethics; Extinction (Psychology); Inservice Education; Learning Activities; Learning Modules; *Negative Reinforcement; Positive Reinforcement; Postsecondary Education; *Punishment; *Rehabilitation Counseling; Reinforcement; *Vocational Rehabilitation
This learning module, which is intended for use in in-service training for vocational rehabilitation counselors, deals with methods and procedures for eliminating or reducing client behavioral problems that may be interfering with the vocational rehabilitation process. The following topics are covered: ways of blocking or changing environments (including the use of restraints); extinction; reinforcement to reduce behaviors (differential reinforcement of incompatible response DRI , differential reinforcement of other behaviors DRO , and differential reinforcement of low rates of behavior DRL); punishment (time out, overcorrection, response cost, and satiation); and ethics. Four self-tests are also included. (MN)

ED 283 998 CE 047 703

Strumpf, Lori
Basic Skills and Employment and Training Programs: A Monograph for Local Elected Officials and Private Industry Council Members.
Center for Remediation Design, Washington, DC.
PUB DATE- 86
NOTE- 20p.
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Advisory Committees; Basic Skills; Educational Needs; *Education Work Relationship; *Employment Problems; Employment Programs; Federal Government; *Government Role; *Job Training; Local Government; Postsecondary Education; School Business Relationship; Secondary Education; State Government; Unemployment; *Youth Employment
IDENTIFIERS- *Private Industry Councils
This monograph provides advice for local officials and Private Industry Council (PIC) members about youth employment and unemployment problems and strategies for solving them. The first part of the monograph sketches the problem of unemployment and its roots in a changing economy, youths' lack of basic skills, and the mismatch between the needs of the economy and skills acquired. Following this discussion of the scope of the problem, a short section probes whose responsibility is the solution of the problem and suggests roles for all segments of the community--government, schools, and employers. The paper then suggests strategies for filling the "functional gap" between school and work. Ideas are given for state governments, PICs, and local education offices. A section on setting goals is followed by a discussion on who is served by the plans to be developed. Finally, the monograph suggests the role the federal government can play in a job training system. (KC)

ED 284 012 CE 047 770

Evander Childs High School Computer-Literacy and Word-Processing Skills for Bilingual Students 1985-1986. O.E.A. Evaluation Section Report.

New York City Board of Education, Brooklyn. Office of Educational Assessment.

SPONS. AGENCY- Department of Education, Washington, DC.

PUB DATE- 86

NOTE- 48p.; For the 1984-1985 report, see ED 269 548. Prepared by the O.E.A. Bilingual Education Evaluation Unit.

GRANT- G008425057

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Academic Achievement; Accounting; Automation; *Bilingual Students; *Computer Literacy; Employment Potential; *English (Second Language); High Schools; Job Skills; Keyboarding (Data Entry); *Limited English Speaking; Program Effectiveness; Program Evaluation; Vocational Education; *Word Processing

A program sought to enhance the educational achievement and employability of 167 Hispanic students of limited English proficiency in grades 9-12 through elective courses in keyboarding, computer literacy, word processing, and automated accounting. The instructional approach was based on students' English proficiency. Students with the least English proficiency were taught primarily in Spanish; students with greater proficiency were taught in English. In addition to English as a second language, native language arts, and bilingual content-area instruction, all students were enrolled in classes in keyboarding conducted in English and Spanish. Supportive services were also offered to program participants. Program objectives were assessed in English language development (Criterion Referenced English Syntax Test--CREST and the Regents Competency Test--RCT in reading), work study/work readiness skills (staff-developed examination), and attendance (school and program records). A quantitative analysis of students' achievement data indicated that program objectives were met. Program students mastered an average of 1.8 CREST objectives per month in the fall and 2.3 in the spring; demonstrated statistically significant gains on the RCT and in work study/work readiness skills; and had significantly higher attendance. (Data tables are appended.) (YLB)

ED 284 026 CE 047 839

Hexem, Roger; Krupa, Kenneth S.
Land Resources for Crop Production. Agricultural Economic Report Number 572.
Economic Research Service (DOA), Washington, D.C.
PUB DATE- Jul 87
NOTE- 39p.; Document contains colored print.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Agricultural Education; *Agricultural Production; *Agriculture; *Field Crops; *Land Use; Natural Resources; *Soil Conservation; Use Studies
IDENTIFIERS- *National Resources Inventory 1982
About 35 million acres not being cultivated have high potential for crop use and 117 million more have medium potential, according to the 1982 National Resources Inventory (NRI) conducted by the U.S. Department of Agriculture. USDA committees evaluated the economic potential for converting land based on physical characteristics of the soil; size and location of land parcels; type of effort required for conversion; and commodity prices, production costs, and land conversion costs for 1981. High potential land required evidence that similar land had been converted to crop use during 1979-82; medium potential land did not. Converted high potential land would increase cropland area by 8 percent over the 421 million cropland acres inventoried in 1982. The cropland base would increase 36 percent if both high and medium potential land were converted, but soil erosion could increase by just over 1 billion tons annually, nearly 20 percent above 1982. If only high potential lands were converted, the erosion increase could be only about 4 percent. Less favorable cost/price relationships for crop production since 1982, several provisions in the 1985 farm act, and change in the U.S. tax code will all tend to discourage conversions. (Author/KC)

ED 284 055 CE 047 888

Articulation: Vocational Education Delivery Systems. Vocational Education Exemplary Project.
Nashville - Davidson County Metropolitan Public Schools, Tenn.
SPONS. AGENCY- Tennessee State Dept. of Education, Nashville. Div. of Vocational-Technical Education.
PUB DATE- 85
NOTE- 311p.; For related documents, see ED 267 189-223 and CE 047 889-890. Document contains colored print.
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Articulation (Education); *Cooperative Programs; Educational Improvement; Educational Innovation; *Educational Needs; Educational Planning; Elementary Secondary Education; *Institutional Cooperation; Postsecondary Education; *Program Development; Program Improvement; *Vocational Education
IDENTIFIERS- *Nashville Metropolitan Public Schools TN

The Metropolitan Nashville Public Schools' Vocational Education Exemplary Project provided support for the establishment of critical linkages among all vocational delivery systems in the metropolitan Nashville area. The anticipated outcome of the project was an articulation model to ensure that instruction and guidance would allow students to (1) move with continuity and without hindrance from one level to the other, (2) be placed directly into the job market, and/or (3) make a meaningful choice relative to occupational pursuits. (Articulation was defined by project staff to mean the planned process that promotes the transition of students within levels of instruction as well as between the secondary and postsecondary levels of instruction and allows students to move with continuity and minimum hindrance through each level.) To determine how the Nashville area educators felt about working more closely with each other, a vocational education needs assessment was developed and sent to almost 500 secondary and postsecondary respondents. Generally, the educators agreed on what methods would be most effective to improve K-14 articulation in the Metro Nashville Community. In addition, respondents indicated that articulation activities were currently limited but that efforts were needed to bring about more cooperation and sequenced programming/instruction among the levels of the educational process. Recommendations were made as a result of the survey to implement articulation activities. (Appendixes include the survey form and extensive tables illustrating responses.) (Author/KC)

ED 284 068 CE 047 907

Moellman, Carol J.
Effective State Councils on Vocational Education: A Guide for Staff. Special Publication Series No. 55.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 87
NOTE- 129p.
GRANT- G008620030
AVAILABLE FROM- National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. SN55--$11.50).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Advisory Committees; Personnel Policy; Postsecondary Education; Secondary Education; *Staff Role; *State Boards of Education; Vocational Education
IDENTIFIERS- *Carl D Perkins Vocational Education Act 1984
This handbook is designed to assist individuals employed by state councils on vocational education in carrying out the council's mandated responsibilities under the Carl D. Perkins Vocational Education Act. Chapter 1 discusses council appointments, new member orientation, and keeping members involved and informed. Chapter 2 discusses staff organization, responsibility for staffing, staff evaluation, staff salary, and credibility. In chapter 3, council finances are examined in terms of the selection of a fiscal agent, choosing a location for office facilities, and investing in office equipment. Chapter 4 describes council meetings--both regular and public. Number of meetings, dates, location, public meeting laws, agenda preparation, and presentations to the council are covered. Chapter 5 addresses the administration and organization of council activities, including coordination, information dissemination, and staff reporting. Chapter 6 discusses liaison relationships at the state and federal levels. The next chapter, on policies, procedures, and practices, includes examples of items to address in personnel policies, guidelines for conference participation, putting together a state council handbook, and establishing state council bylaws. In the last chapter, the manner in which the council is to fulfill each mandate as presented in the Perkins Act is listed and aligned with the audience for this information. Suggestions to assist councils in addressing their mandated responsibilities are provided. (YLB)

ED 284 082 CG 020 015

Beatty, James W.; Carlson, Helena M.
Street Kids: Children in Danger.
PUB DATE- Aug 85
NOTE- 19p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Agency Cooperation; Child Abuse; *Childhood Needs; Children; *Community Programs; *Homeless People; Outreach Programs; Runaways; Sexual Abuse; Social Services; Youth Problems; *Youth Programs
IDENTIFIERS- Oregon (Portland); *Prostitution
Federal Bureau of Investigation statistics show a 183% increase in female juvenile prostitution and a 245% increase in male juvenile prostitution between the years 1969 and 1978. Most of these juveniles were runaways who shared a common childhood background of physical and sexual abuse. In 1981, a city task force was created to examine the problem of an estimated 300 street youths in Portland, Oregon. As a result of task force efforts, Project LUCK (Link Up the Community for Kids) was formed as an administrative organization designed to coordinate and combine the efforts of 34 youth-serving agencies of which 15 were actively involved. The goals of Project LUCK are public education and direct service. The focus of public education is to show that juvenile prostitution is child abuse. Services take the form of emergency help to street youths and longer term services focusing on helping the youth make a successful transition from the streets. Services provided to street youth include: (1) a shelter for runaways; (2) counseling services; (3) a Youth Advocate Program; (4) vocational training and employment placement; (5) a support group for teenage mothers; (6) a walk-in emergency counseling center; and (7) street outreach. Portland's multi-agency approach and the degree of coordination of agencies are two of the greatest strengths of the city's services for street youth. (NB)

ED 284 138 CG 020 071

Child Abuse: Educator's Responsibilities. Revised.
California State Office of the Attorney General, Sacramento. Crime Prevention Center.

PUB DATE- Jan 86
NOTE- 30p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - General (140)
DESCRIPTORS- *Child Abuse; *Child Neglect; Child Welfare; *Compliance (Legal); Legal Responsibility; *Noninstructional Responsibility; *School Personnel; School Responsibility; Sexual Abuse
IDENTIFIERS- *California Child Abuse Report Law

This document presents the educator with a guide to child abuse. A section defining child abuse examines the issues of physical abuse, physical neglect, sexual abuse, and emotional maltreatment. Areas discussed for these types of abuse include abuse indicators, location of injury, history, behavioral indicators, and types of injury. Incestuous and intrafamilial sexual abuse are also addressed. Twelve questions and answers are discussed under a section on the educator's responsibilities. These questions concern: (1) requirements of California's Child Abuse Reporting Law; (2) educators and child care providers as mandated reporters under the Child Abuse Reporting Law; (3) penalties for failure to report child abuse; (4) how to report suspected abuse; (5) employer-established reporting procedures; (6) responsibilites other than reporting abuse; (7) immunity from civil or criminal liability for mandated reporters; (8) reimbursement for attorney's fees; (9) how reports are handled; (10) confidentiality of mandated reporter identity; (11) confidentiality of investigative reports of suspected child abuse; and (12) notification of parents or guardians concerning release of a suspected abuse victim to peace officer custody. A suspected child abuse medical report form and a suspected child abuse report form are appended. (NB)

ED 284 152 CG 020 085

Connolly, Jennifer A.; Taylor, Ted
Peer Relations of Disordered Adolescents in a Residential Treatment Setting.
PUB DATE- Apr 87
NOTE- 13p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Emotional Disturbances; Foreign Countries; Institutionalized Persons; *Peer Acceptance; *Peer Evaluation; Peer Influence; Peer Relationship; Psychiatry; *Residential Programs; *Social Status; Sociometric Techniques
IDENTIFIERS- Canada
Residential programming has become an important treatment modality for adolescents with psychiatric disturbances. The importance of peer relations in treatment settings suggests a need for an objective assessment of these relations. Sociometric procedures were used to study the peer relationships of adolescents in a 15-bed residential treatment program, in an attempt to determine whether social status could be reliably assessed in this peer group and whether it could be predicted from measures collected prior to admission. Positive and negative nominations were collected weekly for adolescents (N=63). The results indicated good week-to-week stability for social acceptance, rejection, and social preference. Social impact was not reliable. Social acceptance, rejection, and social preference, as established during the initial week, were predictive of corresponding scores throughout the duration of admission. The Child Behavior Profile was completed by a parent of each adolescent prior to admission and significantly predicted social acceptance and social preference established later in the clinical milieu. These findings support the use of sociometric procedures in clinical settings and suggest a persuasive influence of the peer milieu in residential treatment. (Author/NB)

ED 284 166 CS 008 795

Huyer, Diane
Parent Volunteer Programs/Reading Programs.
Parkway School District, Chesterfield, Mo.
PUB DATE- 86
NOTE- 158p.; A number of pages contain marginally legible type. Best copy available.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Early Reading; Elementary Secondary Education; Library Services; Parent Influence; *Parent Materials; *Parent Participation; *Parent School Relationship; *Parent Teacher Cooperation; *Reading Programs; School Involvement; Volunteers
Designed to be an example of how elementary and secondary schools can involve parents in their children's education, this guide is a compilation of letters to parents, memos, newsletters, and general information concerning Parkway (Missouri) School District's Parent Volunteer program, focusing primarily on the reading program. The first of the guide's five sections offers the goals, philosophy, and implementation guidelines of the program. Section 2, entitled Early Childhood Education, offers parents information on reading resources for preschool and elementary school children, including a list of books popular with very young children. Section 3 is a sample newsletter from Parkway Reading Center for parents of children in grades K-2. Section 4 describes the Parent Volunteer Reading Program for grades K-6, and includes ideas for activities that parents and children can do together. The section also includes letters about and descriptions of Partners In Education (PIE) events. The last section, for parents of high school age children, contains suggestions for ways to encourage teenagers to read, written versions of presentations delivered at a local parent-teacher organization meeting, suggestions to improve reading and writing skills, information on teenage depression and drug use, and various newsletters and school concert programs. (JC)

ED 284 220 CS 210 575

Russell, Dennis
The Journalistic Autobiography: How Reporters View Themselves and Order Their Experience.
PUB DATE- 4 Aug 87

NOTE- 32p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (70th, San Antonio, TX, August 1-4, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Autobiographies; Characterization; *Journalism; *Mass Media; Newspapers; News Reporting; News Writing; Personal Narratives; *Stereotypes; Television
IDENTIFIERS- *Journalists

The ways contemporary American journalists view themselves and order their experiences in their autobiographies stem from the reporter-as-celebrity phenomenon. As a result of this phenomenon, many journalists are writing their autobiographies when they are fairly young, and creating larger-than-life personas of themselves, which tends to emphasize the entertainment aspect of their story, and obscure any historical significance. The reporters often rely on "war stories" and nostalgia, and perpetuate such myths as reporter-as-Superman, the deification of objectivity, news instinct, and reporter-as-skeptic. Most, but not all, reporters' autobiographies are arranged chronologically, such as Dan Rather's, Harry Reasoner's and Jessica Savitch's, and contain universal elements such as "paying your dues" and discovering a mentor. Such a format seems to preclude the type of reflexivity found in Studs Terkel's and Harrison Salisbury's autobiographies. Terkel presents his experiences in the order in which they were recalled, and Salisbury infuses his narrative with a tone of self-doubt. Most journalistic memoirs fail particularly in their tendency to be too nostalgic, and hence come across as self-fulfilling acts designed to perpetuate image and myth, lacking any connection between the journalist and genuine human experience. (JC)

ED 284 234 CS 210 625

Wiley, Rob
The Literature of City Magazines.
PUB DATE- Aug 87
NOTE- 36p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (70th, San Antonio, TX, August 1-4, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audience Analysis; Community Characteristics; *Journalism; *Mass Media; *Media Research; *Periodicals; Popular Culture; Publishing Industry; Reading Materials; *Urban Culture; *Urban Environment; Urban Population
IDENTIFIERS- Audience Awareness; *City Magazines; Urban Development
The research literature on city magazines can be divided into five primary sources: books on magazines, popular magazines/journals and newspapers, business magazines, scholarly journals, and unpublished theses. "The New Yorker," founded in 1925 specifically for a sophisticated, metropolitan audience, is considered a precursor of the current glossy genre, even though it quickly became a national publication. City magazines were also sometimes underwritten by local chambers of commerce or were spinoffs from newspaper Sunday supplements. Scholarly studies have pinpointed the metropolitan magazine's target audience: "upscale, well-educated and well-heeled"--as well as its problem areas: establishing a strong local identity, finding good material, and building circulation. These messages are also echoed in much of the popular literature examined. Other studies have dealt with the relationship of magazines to urban society, and whether city magazines serve as alternatives to newspapers in commenting on public issues or if they are content to provide public services, such as furnishing lists of where to eat, live, and find entertainment. Dissertations on city magazines, although valuable in providing a feel for the diversity of the modern city magazine field reflect the uneven character of the genre. Promising areas for future research include (1) possible competition for city magazines in weekly magazines produced by urban newspapers; (2) the relationship between the editorial, advertising, and circulation departments of city magazines; and (3) implications of the genre's claim to advertising dollars--the upscale white audience, and, as a corollary, whether city magazines make an effort to present the "whole" community. (Extensive references and sources, a list of personal conversations and correspondence sources, and 57 footnotes are appended.) (NKA)

ED 284 247 CS 210 674

Thomas-Cochran, Margarette
Letter Writing for Littlies. PEN 61.
Primary English Teaching Association, Rozelle (Australia).
PUB DATE- 87
NOTE- 7p.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - Serials (022)
DESCRIPTORS- *Class Activities; Classroom Environment; Foreign Countries; Language Arts; *Learning Activities; *Letters (Correspondence); Primary Education; Teaching Methods; Visual Learning; Writing Exercises; *Writing Instruction; *Writing Skills
Based on the idea that children can learn to write letters to friends and relatives as soon as they learn to write words, this visually oriented pamphlet presents practical classroom activities that primary grade teachers can use to encourage their young students to practice letter writing skills. The pamphlet contains instructions for making a class letterbox, along with illustrations on how to "disguise" or decorate the letterbox according to the holiday being celebrated or the season of the year. Also included in the pamphlet are ideas on whom to write letters to, hints on what to write, and advice on how to make letters interesting. The last page of the pamphlet is in the form of an aerogram on which the children can write an address and a message to a friend, representing a definite progression from the first page which contains a postcard that needed only the name of the recipient, the date, and the signature of the sender. (NKA)

ED 283 969 CE 047 633

Laverty, J. R.
A Report on Some Continuing Education and Independent Study Programmes in North America. Working Papers in Distance Education No. 8.
Queensland Univ., Brisbane (Australia). Div. of External Studies.
PUB DATE- 84
NOTE- 101p.
AVAILABLE FROM- Division of External Studies, University of Queensland, St. Lucia, Queensland, 4067 Australia ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Admission Criteria; Adult Education; Auditing (Coursework); College Credits; *Continuing Education; Continuing Education Units; *Curriculum Development; *Distance Education; Feasibility Studies; Fees; Foreign Countries; Graduation Requirements; *Independent Study; Postsecondary Education; *Program Content; Program Development; *Student Certification
IDENTIFIERS- *North America; University of Queensland (Australia)

The structure and content of continuing education and independent study programs currently being offered in North America (particularly in the United States) were examined from the standpoint of the feasibility of adopting similar practices and developing similar programs at the University of Queensland in Australia. It was discovered that there are currently more than 3,000 universities and colleges with accredited degree programs in the United States alone, with most of them also offering extension or continuing education courses. These courses may be grouped into the following categories: college-level credit courses, noncredit courses of university quality, college-level courses that can be taken either on a for-credit or noncredit basis, and high school credit courses. Policies governing credit courses, courses taken for no credit, and courses audited as well as the fees charged for them and the remuneration of faculty and departments offering such courses varied widely from school to school. Differences between individual universities' practices regarding the development, content, and role of independent study courses were also examined. The authors of the study developed 27 recommendations concerning the development of new programs and revision of existing continuing education and independent study programs at the University of Queensland. (MN)

ED 284 125 CG 020 058

Sadowski, Cyril J.; Long-Hall, Carolyn K.
The Effects of Evaluative Standards on Attributions of Effort and Ability.
PUB DATE- 26 Mar 87
NOTE- 12p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (33rd, Atlanta, GA, March 25-28, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Ability; *Attribution Theory; College Students; *Evaluation Criteria; Higher Education; Motivation; *Performance; *Self Evaluation (Individuals)
IDENTIFIERS- *Effort

Theories of human motivation have focused on the distinction between task-involvement (a concern with task mastery) and ego-involvement (a concern over evaluating performance relative to normative or other external criteria). Nicholls (1984) has proposed that competence is construed differently under task-involving and ego-involving conditions. This view suggests that task-involvement and ego-involvement will affect the relative salience of effort and ability as explanations for performance on novel skills tasks. To further explore this issue, a study was conducted which compared attributions of college students performing a novel skills task with and without implied evaluative standards. Subjects (N=137) in three conditions completed a nunmber-detection task. In one condition high precision was emphasized, in a second condition high output was emphasized, and in a third condition no performance standard was implied. After completing the task, subjects rated their performance and the extent to which their performance reflected their effort and ability. The results indicated that implied performance standards increased a subject's attributing his/her performance to ability relative to effort; ego-involvement appeared to increase concern over one's ability. This was particularly evident among subjects who perceived themselves as performing poorly. These findings are consistent with Nicholls' model. (NB)

ED 284 207 CS 210 434

Rijlaarsdam, G.
Effecten van Leerlingenrespons op Aspecten van Stelvaardigheid, SCO Rapport 88 (Effects of Student Peer Feedback on Some Aspects of (Written) Composition Skills. Foundation Center for Educational Research Report 88).
Amsterdam Univ. (Netherlands).
REPORT NO.- ISBN-90-6813-105-2
PUB DATE- 86
NOTE- 183p.; Doctor in Social Sciences Dissertation, University of Amsterdam. English summary.
LANGUAGE- Dutch
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *Feedback; Foreign Countries; *Peer Evaluation; Peer Relationship; Secondary Education; Teacher Guidance; *Teacher Student Relationship; Teaching Methods; *Writing Evaluation; *Writing Improvement; *Writing Instruction; Writing Processes; Writing Research
IDENTIFIERS- Netherlands

A study examined whether a program of writing instruction based on peer feedback would improve writing better than instruction based on teacher feedback. It was hypothesized (1) that experimental peer feedback classes would perform better than control classes on certain writing achievement variables and would display more positive attitudes toward writing and evaluation, and (2) that writing processes in the experimental classes would differ from those in the control classes. A writing program based on peer evaluation of essays was developed and refined. The control groups and the experimental groups followed exactly the same process, except that teachers in the control groups provided the feedback. A pretest, an intermediate test, and a posttest were administered; 792 essays, from pupils at eight different Dutch secondary schools on two different class levels, were evaluated. Results indicated that there was no difference between the programs on writing performance and psychological variables. Findings suggest that perhaps feedback received from peers is of lower quality than that received from teachers, or perhaps feedback is not all that important. Findings also suggest that peer feedback and teacher feedback might be in equal competition, and that intensive peer evaluation is a good, but not a better, alternative to intensive teacher feedback. (Tables of data are included, and extensive references are appended.) (NKA)

ED 284 288 CS 210 738

Rijlaarsdam, G.
Effects of Peer Evaluation on Writing Performance, Writing Processes, and Psychological Variables.
PUB DATE- Mar 87
NOTE- 39p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (38th, Atlanta, GA, March 19-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Expository Writing; Foreign Countries; *Peer Evaluation; Program Evaluation; Protocol Analysis; Secondary Education; Student Attitudes; Teacher Student Relationship; Teaching Methods; Writing Apprehension; *Writing Evaluation; *Writing Improvement; *Writing Instruction; *Writing Processes; Writing Research
IDENTIFIERS- Netherlands; Writing Achievement
To evaluate composition programs based on peer feedback, a study compared the improvement in written composition skills of two sets of eighth grade students in 11 classes at eight Dutch schools. The control group was enrolled in teacher feedback programs, the experimental group was enrolled in peer feedback programs. Students wrote a discursive essay and responded to an attitude inventory questionnaire before, during and after the course. Writing aloud protocols were elicited from a small number of students. A random sampling of each class yielded 792 essays which were typed out and evaluated by two raters for the writing achievement variables of goal orientation, audience orientation, organization and style. The hypotheses predicted that, as compared with the control group, the experimental classes would exhibit (1) higher test scores on the writing achievement variables, (2) a lower level of writing apprehension, (3) more planning activities such as self-instruction and generation of ideas, (4) more frequent interruptions of the writing process by a choice process, and (5) more frequent evaluation and revision in the revision process. These hypotheses were not supported. The results showed no differences between the two groups, except for some differences in the writing process variables; self-instruction rose in the experimental group and fell in the control group; interruptions by a choice process rose in the control condition, and fell in the experimental. (A 19-page bibliography includes listings of numerous articles in Dutch.) (JG)

ED 283 956 CE 047 614

Fashion Merchandising.
New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.
REPORT NO.- ISBN-88315-620-2
PUB DATE- 86
NOTE- 142p.
AVAILABLE FROM- Division of Curriculum and Instruction, New York City Board of Education, 131 Livingston Street, Room 613, Brooklyn, NY 11201 ($8.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Clothing; Curriculum Guides; *Distributive Education; *Fashion Industry; Learning Activities; *Merchandising; *Retailing; Secondary Education
This curriculum bulletin provides a curriculum for a one-year course in fashion merchandising, offered in the third year of the marketing education sequence. It is designed to give students majoring in marketing a survey of basic information about the field of fashion merchandising. Students are offered the opportunity to become familiar with a variety of careers throughout the fashion industry from raw material production to department store advertising. The curriculum bulletin suggests a variety of hands-on activities in 10 units: introduction to fashion merchandising, materials of fashion, manufacture and production of fashion apparel, haute couture and ready-to-wear, accessories, retailing, budgeting, planning and controlling stock, fashion promotion, and coordinating the fashion image. The activities, which reinforce the theories and techniques offered in the classroom, culminate in the production of a complete fashion show (unit XI). Each unit contains these sections: performance objectives, related vocabulary, development, and activities. Appendixes include a sample report outline and sources of information. (YLB)

ED 283 984 CE 047 652

Davis, Michael J.
Rehabilitation Associate Training for Employed Staff. Token Systems (RA-10).
Ellsworth Community Coll., Iowa Falls, IA.; Wisconsin Univ.-Stout, Menomonie. Stout Vocational Rehabilitation Inst.
SPONS. AGENCY- Rehabilitation Services Administration (ED), Washington, DC.
PUB DATE- 82
NOTE- 41p.; For related documents, see CE 047 642-655.
GRANT- 44-P-81418/7-02
AVAILABLE FROM- Materials Development Center, Stout Vocational Rehabilitation Institute, University of Wisconsin-Stout, Menomonie, WI 54751.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Behavior Modification; *Counselor Training; Incentives; *Inservice Education; Learning Activities; Learning Modules; Operant Conditioning; Postsecondary Education; *Rehabilitation Counseling; Rewards; *Token Economy; *Vocational Rehabilitation
This learning module, which is intended for use in in-service training for vocational rehabilitation counselors, provides information and practice for developing token economies. The following topics are discussed: tokens and the rationale for using them; advantages of token economies; procedures for using a token system (specifying behaviors that need a reinforcement system, developing a menu of reinforcers, setting prices and wages, selecting tokens, using tokens, recording and evaluating, and fading out to other more normal reinforcement systems); and troubleshooting. A feedback sheet, bibliography, and three self-tests are also included. (MN)

ED 283 999 CE 047 704

Kennedy, Kerry J.; And Others
Factors Affecting the Implementation of Innovation in Vocational Education: An Australian Perspective.
PUB DATE- Apr 87
NOTE- 41p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 19-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Apprenticeships; *Curriculum Development; *Educational Innovation; Educational Research; Electricity; Foreign Countries; Job Training; Plumbing; Postsecondary Education; *Research Utilization; *Theory Practice Relationship; *Vocational Education
IDENTIFIERS- *Australia (Western Australia)

To assess the extent to which the results of implementation studies relating to elementary and secondary schools were generalizable to vocational education contexts, a study of two specific curriculum innovations in vocational education was undertaken in Western Australia. It was designed to yield information about the context of curriculum implementation in vocational education, to identify implementation strategies currently being used, and to make an assessment of their effectiveness. Case study methods were used to allow for the indepth analysis of the two curriculum implementation attempts: a modular system of apprenticeship training in the electrical trades and a pre-apprenticeship training course in plumbing. These methods were supplemented by use of a standardized questionnaire. The study found that for lecturers in the electrical area, concerns focused predominantly on the demands of the innovation on individuals and on changing the innovation, whereas for lecturers in the plumbing area, concerns were focused on increasing the impact of the innovation on students and finding effective ways to work as a group. It was clear that the plumbing pre-apprenticeship course was much more clearly defined than the electrical apprenticeship course. The study concluded that successful implementation characterized by concern for the impact of the innovation on students is related to the following factors: (1) explicitness of the innovation in the mind of the users; (2) the provisions of feedback mechanisms for all participants; and (3) active user participation in decision making. Attention to these factors could aid in vocational education curriculum implementation efforts. (KC)

ED 284 041 CE 047 866

Stamps, Charles A.
Statewide Comparative Costs Study between Occupational and Academic Education, Grades 9-12, in Nevada, 1987.
Nevada State Dept. of Education, Carson City.
PUB DATE- Feb 87
NOTE- 47p.; Some figures contain small, broken type.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Education; Comparative Analysis; *Cost Estimates; Educational Finance; *Expenditure per Student; Financial Support; Measurement Techniques; *Program Costs; *Statewide Planning; *Vocational Education
IDENTIFIERS- *Nevada

A study compared the per-student costs of occupational and academic education in Nevada. Data were obtained from superintendents and occupational education directors from 16 Nevada school districts, the Nevada Girls' Training Center, and Nevada Youth Training Center. It was determined that it cost 52 percent more to provide educational services to the occupational student than to the academic student. The student-teacher ratio was 12:1 for occupational education versus 17:1 for academic education. The per-student average teacher's salary was $2,197.23 for occupational education compared with $1,590.86 for academic education. The statewide average amount expended on consumable student supplies was $200.49 for each occupational student versus $70.16 for each academic student. Occupational education equipment costs $145.88 per student per year compared with $32.45 per academic education student. Maintenance and repair costs averaged $87.89 per occupational student versus $43.00 per academic education student. Because of the higher costs associated with providing occupational education services, it was recommended that a differential funding formula be adopted and that the distributive school fund be increased so as to meet these differential costs in a consistent and equitable manner. Appendixes include data comparing various program costs and suggested procedures for use in determining occupational and academic education unduplicated enrollments for a cost comparison study. (MN)

ED 284 097 CG 020 030

Trevino-Richard, Terry; Krain, Mark A.
The Service Tree: A Comparison of Service Knowledge and Use among Older Blacks and Whites.
American Association of Retired Persons, Washington, DC. Andrus Foundation.
PUB DATE- 16 Apr 87
NOTE- 19p.; Paper presented at the Annual; Meeting of the Southern Gerontological Society (8th, New Orleans, LA, April 13-16, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Blacks; Daily Living Skills; Helping Relationship; *Individual Needs; Knowledge Level; *Older Adults; *Racial Differences; Self Care Skills; *Social Services; Social Support Groups; Use Studies; *Whites
IDENTIFIERS- Arkansas

Because Area Agencies on Aging are increasingly required to perform case management functions for older adults, it is important to understand the patterns of need among persons of different racial or ethnic backgrounds as well as the general knowledgeability of persons about what sources are available to them. A conceptual framework was designed to examine the flow of services to older blacks and whites with respect to participation in and knowledge about available community sources of assistance for instrumental activities of daily living (IADL). Data were obtained from 1,100 older adults in Arkansas. Survey questions dealt with four IADLs: (1) the need for help with yardwork; (2) the need for help getting to places beyond walking distance; (3) the ability to prepare meals; and (4) the ability to perform personal care chores. An analytical model was employed to describe the various branching of older adults into service users and nonusers, and the sources of aid which they used or were aware of to assist with IADL functions. Differences between blacks and whites appeared to be minimal with respect to general needs for services and the number who accessed agency services. Both blacks and whites were found to be more likely to use informal than formal sources of help. The elderly blacks were less likely than whites to know of sources of assistance. (Eight data tables are included.) (NB)

ED 284 111 CG 020 044

Alexander, Sheldon; And Others
Procedural and Distributive Justice Effects: The Role of Personal Relationships.
PUB DATE- 26 Aug 86
NOTE- 14p.; Paper presented at the Annual Convention of the American Psychological Association (94th, Washington, DC, August 22-26, 1986). For related documents, see ED 266 363 and CG 020 045-046.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Friendship; Higher Education; Influences; *Interpersonal Relationship; *Justice; *Personnel Evaluation; *Promotion (Occupational); *Student Attitudes
IDENTIFIERS- *Distributive Justice; *Procedural Justice
Distributive justice concerns the fairness of outcomes or allocations, while procedural justice refers to the fairness of the rules and processes used in the distribution of outcomes. Previous research which showed procedural justice to be more powerful than distributive justice used a work context in which the allocation recipient had no personal relationship to the respondent. A study was conducted to examine the role of personal relationships in justice situations by introducing conditions where the allocation recipient was self, best friend, acquaintance, or a stranger to the respondent. College students (N=240) read a scenario which described a work situation in which a supervisor allocated a pay increase to an employee recipient. In addition to the four allocation recipient conditions, there were two levels of procedural fairness (PF) and three levels of distributive fairness (DF). Each subject served in only one PF DF Relationship condition. After reading the scenario, each subject completed a questionnaire. The results revealed that: (1) both PF and DF had strong effects; (2) PF had greater impact than did DF; (3) the relationship variable significantly affected four of nine dependent measures; and (4) the relationship variable did not interact with the justice treatments. These findings suggest that, while the relationship variable did influence subjects' responses, it did not modify the effects of procedural and distributive justice. (Author/NB)

ED 284 139 CG 020 072

Sanfiorenzo, Norberto R.
Desk Top Graffiti in an English High School Classroom.
PUB DATE- 83
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adolescent Development; Adolescents; Classrooms; Descriptive Writing; High Schools; *High School Students; Interpersonal Relationship; *Self Concept; *Self Expression; Student Attitudes; *Urban Schools
IDENTIFIERS- *Graffiti; Identity Formation
Psychologists and sociologists recognize the importance of graffiti, yet there is a lack of information on the content of high school desk top graffiti. To study desk top graffiti, a 9th and 10th grade English classroom located in an inner city high school in the southeastern United States was found in which graffiti was written on nearly 90% of the desks. A total of 375 clearly discernible graffiti was copied on cards with chained responses being treated as a single unit. The graffiti were classified into content categories established a posteriori: (1) proper names and nicknames; (2) subject-related scriptures; (3) romantic; (4) general remarks; (5) drawings; and (6) mathematical operations. Data were analyzed in terms of frequency and percentages. The results revealed that graffiti content reflected three main concerns of the students: the establishment of a self-identity, class work, and love relationships. These findings suggest a need for the school to deal with adolescent problems. Content differences were found between desk top classroom graffiti and high school restroom graffiti. The structured environment of the classroom may have imposed social restraint on the students' written expressions. (Author/NB)

ED 284 153 CG 020 086

Warner, Jean Shumway, Ed.; Burke, Vincent, Ed.
National Directory of Juvenile Restitution Programs 1987.
Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.
PUB DATE- May 87
NOTE- 193p.
GRANT- 84-JS-AX-K045
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- *Community Services; *Correctional Rehabilitation; Delinquency; *Delinquent Rehabilitation; Financial Support; *National Surveys; *Program Administration; Program Development; Program Effectiveness; Victims of Crime
IDENTIFIERS- *Juvenile Justice; *Restitution

This directory was produced by the Restitution Education, Specialized Training, and Technical Assistance (RESTTA) program to facilitate and promote the dissemination of information about restitution and community service programming, and to facilitate professional interaction among persons with professional interests in restitution and community service. It contains names, addresses, and descriptions of 296 juvenile restitution and community service programs located throughout the United States. Data includes information on the types of services provided, when the programs and particular service components began, and where they are situated administratively. Details about program operations are contained in brief narratives provided by the programs. Six of the programs listed were designated as National Models by the Office of Juvenile Justice and Delinquency Prevention. The introduction to the directory discusses background issues, states represented, types of restitution, age of programs, and the organization of the directory. Following a short listing of programs and their identifying characteristics, descriptions of restitution programs are provided alphabetically by state, and by cities within the states. The directory concludes with a description of RESTTA and RESTTA services and a list of restitution resources which includes RESTTA consortium members, federal juvenile restitution contact, and RESTTA technical assistance providers listed by state. (NB)

ED 284 180 CS 008 868

Preul, Karen; Dewitz, Peter
The Effectiveness of a Self-Monitoring Strategy for Teaching Main Idea Comprehension.
PUB DATE- Dec 86
NOTE- 21p.; Paper presented at the Annual Meeting of the National Reading Conference (36th, Austin, TX, December 2-6, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Grade 5; Intermediate Grades; *Reading Comprehension; Reading Improvement; *Reading Instruction; Reading Research; *Reading Strategies; *Teaching Methods
IDENTIFIERS- *Direct Instruction; Main Idea; *Metacomprehension; Self Monitoring

A study compared the relative effectiveness of a direct instruction method for finding the main idea in a text with a method that combined direct instruction with a checklist that encouraged the students to monitor their application of the main idea strategy. Subjects, 56 fifth-graders at a suburban elementary school, were divided into one of three special reading groups: a self-monitoring strategy group (direct instruction plus self-monitoring checklist), an alternate strategy group (direct instruction without the checklist), and a control group. Instructional materials for the two strategy groups consisted of passages with either explicit or implicit main ideas selected from two skill development series, while those for the control group were taken from basal readers. Instruction took place over a four-week period, with 33 of the students being interviewed after 11 days. Students completed pretests and posttests using material from the same sources as well as from a text not covered in class. Test results indicated that the self-monitoring group performed significantly better than the alternate strategy group and the control group. Interview results suggested that the students in the two experimental groups had a clearer idea about what they learned than did the control students. The study results suggest that students can be trained to improve their comprehension of main idea using a strategy that combines direct instruction with a self-monitoring checklist. (HTH)

ED 284 194 CS 008 894

King, Debra Ann; Glynn, Shawn M.
Teaching Students to Solve Analogy Problems: Increasing Their Skills in Reasoning and Making Inferences.
PUB DATE- Nov 86
NOTE- 19p.; Paper presented at the Annual Meeting of the Georgia Educational Research Association and Georgia School Test Coordinators (Atlanta, GA, November 20-21, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Abstract Reasoning; Cognitive Processes; Content Area Reading; Elementary Education; *Inferences; *Logical Thinking; Reading Comprehension; Reading Research; *Reading Skills; Skill Development; Study Skills; Test Wiseness
IDENTIFIERS- *Analogies
Because analogical reasoning plays a major role in content area reading comprehension, teachers should learn to teach analogy-solving skills and to identify the kinds of difficulties some elementary students will have in solving them. Analogies are statements of relationships wherein one term is similar to another term. Relationships in analogy problems include association, purpose, cause and effect, part to whole, part to part, action to object, object to action, synonym, antonym, place, degree, characteristic, sequence, grammatical, and numerical. Terms in analogies may be verbal or nonverbal (including numbers and figures), and there are many different forms in which the questions may appear. Solving analogies teaches students to think clearly and discriminate relevant from irrelevant material, skills which are useful in many subject areas. Teachers must carefully model analogy solving, because if students misapply strategies for solving analogies or are too novel or creative in their reasoning, they will perform poorly on tests of inference skills. Teachers should (1) show students the kinds of relationships analogies include, (2) acquaint them with the forms and types of analogies they may encounter, (3) guide them through exercises, (4) monitor their practicing, (5) encourage them to form their own analogies in the context of their reading, and (6) devise activities which promote the principal abilities that underlie intelligent behavior. This will help students do well on standardized tests and reason with more cognitive sophistication. (An appendix listing principal abilities underlying intelligent behavior and a reference section conclude the document.) (SKC)

ED 284 221 CS 210 577

Steiner, Linda
Readers' Readings: Applications of Reader-Response Theory.
PUB DATE- 1 Aug 87
NOTE- 31p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (70th, San Antonio, TX, August 1-4, 1987).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Journalism Education; *New Journalism; Newspapers; News Reporting; News Writing; *Reader Response; *Reader Text Relationship; Reading Comprehension; Reading Research; Textbook Bias; *Theory Practice Relationship
In the interest of applying reader response theory to journalism this paper posits that readers of newspapers, like readers of literature, take an active role in making meaning from the articles they read, rather than passively accepting news as a finished, static product. Additionally, it proposes that journalism textbooks pay little attention to the role of the reader, hence affecting the way future journalists will write. Specific areas addressed in the paper are: (1) the news as narrative, which discusses two views of the structure of news stories; (2)audience approaches in cultural studies, which offers various notions of how audiences go about interpreting news articles; (3)literary reader response theories; (4) inter-media differences, which examines the differences in roles of readers of literature and viewers of film and television; (5) the role of readers in journalism textbooks; and (6) "New Journalism" as metalanguage. The paper concludes that by incorporating reader response theory in journalism education, and changing the way journalists think, they may come to understand how readers differ from one another, how they differ from reporters, and how reporters and readers together make meaning, while the study of the linguistic and conceptual forms used by real people to give meaning to their situations would offer journalists new rhetorical tools. (Endnotes and a 53-item bibliography are appended.) (JC)

ED 284 248 CS 210 676

Berland, Theodore
The 1987 State of the Union Address: Riding into the Sunset.
PUB DATE- Aug 87
NOTE- 14p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (70th, San Antonio, TX, August 1-4, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audiences; *Mass Media Effects; *Persuasive Discourse; Popular Culture; *Presidents of the United States; *Press Opinion; *Rhetoric; Speech Communication; Television; United States History
IDENTIFIERS- Audience Awareness; Audience Response; *Presidents State of Union Message; *Reagan (Ronald); Television Role
The advent of electronic mass communications in the 1920s forever altered the rhetoric, the audience, and the echoes or responses of the State of the Union Address. Presidents thereafter would use the occasion to speak primarily to the public and secondarily to the Congress. The echoes of the speech that reverberate within the Congress, among the voters, and in the press set up a tension among the audiences that suggest that the meaning of the address is not so much contained in the words the president speaks as in those responses. For example, press commentaries precede and follow a speech for days. Ronald Reagan's 1987 State of the Union address was given poor marks by the press, in part because of his drastically altered persona. In 1980, he had arrived with a reputation as "The Great Communicator," and the metaphor of the lone gunslinger who rides into town, cleans it up, and rides on served him well. But his 1987 rhetorical shootout at the congressional podium did not touch on the details of the Iran controversy, offered no apologies, and presented nothing different from previous speeches. Members of congress paid more attention to each other than to the president, responding with partisan jeers and cheers. As for Reagan and his White House-in-turmoil, many observers saw him "riding into the sunset" and into history like the Western heroes of his movie generation. The president, in giving a disappointing, uninspiring speech that repeated old ideas and phrases, failed to salvage any remaining usefulness for his administration's final two years. (Thirty-nine footnotes are included.) (NKA)

ED 284 261 CS 210 705

Larter, Sylvia; And Others
Writing with Microcomputers in the Elementary Grades: Process, Roles, Attitudes, and Products. Education and Technology Series.
Ontario Dept. of Education, Toronto.
REPORT NO.- ISBN-0-7729-2464-3
PUB DATE- 87
NOTE- 242p.; For the publication in French, see CS 210 706.
AVAILABLE FROM- MGS Publication Services, 5th Floor, 880 Bay St., Toronto, Ontario, Canada M7A IN8 ($8.00).
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Collected Works - Serials (022)
DESCRIPTORS- *Computer Assisted Instruction; Computer Uses in Education; Educational Media; Elementary Education; Foreign Countries; *Microcomputers; Student Attitudes; Teacher Attitudes; Teacher Student Relationship; Teaching Methods; Theory Practice Relationship; *Writing Instruction; Writing Processes; Writing Research; *Writing Skills

IDENTIFIERS- Ontario Department of Education (Canada); Writing Attitudes; Writing Implements

A study examined and compared writing with and without microcomputers in the elementary schools. Specifically, the study examined (1) how the products of writing instruction with a computer differ from the products of traditionally taught writing, (2) the process of teaching writing, (3) teacher-pupil roles when pupils are writing, (4) teacher attitudes toward writing, (5) student attitudes toward writing, and (6) reading scores of pupils who write with microcomputers as compared with those of pupils who do not use microcomputers. Subjects, 90 teachers and 180 students from grades 1, 3, and 6 in the Toronto (Canada) public schools, were divided equally into three control and three experimental groups, according to grade level. The experimental groups used microcomputers for writing while the control groups used traditional methods. Findings indicated that elementary school children, particularly those in the primary grades, increased and improved their writing by using microcomputers and that such results could be obtained in a classroom in a six-month period with only a few computers. Findings also indicated that, for the students, the process of writing with microcomputers differed from the process of writing with traditional tools, and that it differed by grade level. Results suggested that the use of microcomputers for teaching writing in the elementary grades is compatible with the philosophy of teaching writing encouraged by the Ontario Ministry of Education and the Language Study Centre of the Toronto Board of Education. (References, six appendixes, and 32 figures are attached.) (NKA)

ED 284 275 CS 210 722

Lazere, Donald
Critical Thinking in College English Studies. ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 87
NOTE- 3p.
CONTRACT- 400-86-0045
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Cognitive Development; Cognitive Psychology; *College English; *Critical Thinking; Developmental Stages; Educational History; Educational Research; *Educational Theories; *Expository Writing; Freshman Composition; Higher Education; Interdisciplinary Approach; *Learning Strategies; Logical Thinking; Persuasive Discourse; Piagetian Theory; Teaching Methods; Theory Practice Relationship
IDENTIFIERS- Cultural Literacy; ERIC Digests

Noting that college-level critical thinking instruction is now an interdisciplinary movement coordinating such fields as English, rhetoric, philosophy, and developmental psychology, this digest surveys the history of critical thinking studies in these converging disciplines and argues that literature study preeminently encompasses the mental traits that comprise critical thinking. Following an introduction to the critical thinking movement, the digest assesses the impact of critical-thinking inflected developmental psychology on composition studies. The digest notes the increasing attention paid in composition textbooks and rhetorical theories to mental attitudes and emotional dispositions that foster or impede critical thinking and to the application of stage-developmental criteria of critical thinking (such as the progression from egocentricity to reciprocity and from conventional to autonomous thought, and the acquisition of the ability to reason back and forth between concrete and abstract, personal and impersonal, literal and hypothetical). The digest builds the case that literature study--because it relies on the capacities of criticism, dialogue, perception of multiple viewpoints, synthesis and reasoning--has always developed and facilitated the mental dispositions currently emphasized in critical thinking circles. Finally, to attest to the educational importance of humanistic letters, the digest cites research concluding that cognitive development requires a substantial body of specific knowledge and suggests that in this light critical thinking can rejuvenate the English profession. (Twenty references are included.) (JG)

ED 284 301 CS 505 588

Cooper, Thomas W.
Communication and Ethics: The Informal and Formal Curricula.
PUB DATE- 87
NOTE- 10p.; Paper presented at the Annual Meeting of the Eastern Communication Association (78th, Syracuse, NY, May 18-21, 1987).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Journal Articles (080)
DESCRIPTORS- Advertising; Attitude Change; Communication Research; Cultural Context; *Curriculum Development; Curriculum Enrichment; *Ethics; Family Environment; Family School Relationship; Higher Education; *Mass Media; *Mass Media Effects; Media Research; Programing (Broadcast); Speech Communication; Speech Curriculum; Visual Literacy
IDENTIFIERS- Media Analysis; *Media Education; Media Government Relationship; *Media Responsibility; Media Role

Noting that humans are educated more by than about the mass media, this paper argues that modern society has produced an informal (mediated) ethics curriculum which may be more powerful than the formal (institutionally educational) curriculum developed by academics and administrators. It first examines the informal curriculum, listing statistics on children's exposure to the mass media; noting that children remember advertising slogans from childhood television shows better than memorized facts from school; and describing inaccurate views of the world the media instill in young people. The second section focuses on the formal curriculum, stressing the lack of high school and grade school instruction about the mass media--even courses on journalism are technically rather than ethically oriented. University level efforts at ethics instruction are covered in the third section, recognizing both the encouraging increase in ethics and mass communication courses and the discouraging lack of graduate studies in these fields. Counterbalancing guidelines--that parents must stress the unreal nature of television programs and advertisements and that advertisers and the government must take their responsibility for the informal curriculum seriously--are introduced in the fourth section. The fifth section presents qualitative guidelines for the formal curriculum, aiming for understanding of self, other cultures, other professions, and all periods of history. A concluding section reiterates the value of ethics--it enables humans to think, know, express, and act. (SKC)

ED 284 315 CS 505 650

Holbrook, Hilary Taylor
Communication Apprehension: The Quiet Student in Your Classroom. ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 87
NOTE- 3p.
CONTRACT- 400-86-0045
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Classroom Environment; *Communication Apprehension; *Communication Problems; Communication Research; Self Esteem; Speech Skills; *Student Attitudes; Student Behavior; Teacher Student Relationship

IDENTIFIERS- ERIC Digests; Shyness
Noting that communication apprehension (CA) is a pattern of anxiety that can profoundly affect oral communication, social skills, and self-esteem, this digest examines some causes and consequences of CA and ways in which it can be diminished. Following an introduction, the digest defines CA and some of its characteristics. Next, the digest looks at the causes of CA, which include low social self-esteem and ethnic/cultural divergence in communication norms, and then briefly discusses the emotional, educational, and social consequences of CA. Finally, the digest proposes ways that CA can be prevented or reduced, including a supportive classroom environment and a developmental sequence of oral activities, and teacher training in understanding the communication behaviors of students with CA. Twelve references are included. (HTH)

ED 283 943 CE 047 352

Program Guide for Word Processing Occupations.
Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.
PUB DATE- Jun 84
NOTE- 80p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Advisory Committees; Behavioral Objectives; Business Education; Competency Based Education; *Course Descriptions; Learning Activities; *Office Occupations Education; Postsecondary Education; Program Evaluation; Program Guides; *Program Implementation; Secondary Education; *Word Processing

This program guide is intended to provide information that is useful to local school district and community college administrators, instructors, program advisory committee members, and others charged with the responsibility for offering vocational education programs. It serves to identify the major considerations in the organization, operation, and evaluation of a word processing program. The first part relates to vocational education programs in general. It addresses legal authority, legal basis for program planning and coordinating councils, program structure, program development, program review and evaluation, and program advisory committees. The second part relates specifically to the vocational education program for word processing occupations. It provides a description of the occupation, student admissions criteria, and program course standards. A program outline contains sample learning guides that detail the duty area, task, performance objective, delivery system, learning activities with required resources, a criterion-referenced measure (checklist), and a criterion-referenced written test. Other contents of the guide include information on Future Business Leaders of America and Phi Beta Lambda, teacher qualifications, facility design criteria, an equipment list, a list of suggested instructional materials and audiovisual aids, and a resource listing. An appendix lists competencies for business education word processing occupations. (YLB)

ED 284 013 CE 047 771

Peterson, Charlene M.; And Others
Job Training Partnership Act 8% Follow-up Summary Report.
Wisconsin State Dept. of Public Instruction, Madison.
SPONS. AGENCY- Wisconsin State Dept. of Industry, Labor and Human Relations, Madison.
PUB DATE- May 87
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Career Education; *Disadvantaged Youth; *Dropout Prevention; Dropout Programs; *Dropouts; Education Work Relationship; Federal Legislation; *Federal Programs; Job Skills; Job Training; *Participant Satisfaction; Program Effectiveness; Secondary Education; Vocational Followup; *Youth Programs
IDENTIFIERS- *Job Training Partnership Act 1982
From September through November 1986, the Wisconsin Department of Public Instruction (DPI) conducted a follow-up survey of Job Training Partnership Act (JTPA) 8% program participants in the 1985-86 school year. The DPI is responsible for administering half of the JTPA 8% Education Coordination and Grants for economically disadvantaged youth, ages 14-21. Surveys were completed by 1,042 students, a return rate of 79.9 percent. During DPI monitoring visits, students were interviewed and asked many of the same questions that appeared on the survey. Verbal responses substantiated the statewide survey results. Students indicated that the programs helped them stay in school, helped them prepare for a lifetime of work, improved their self-esteem, helped them improve their performance in other classes, improved their school attendance, and improved their attitude toward school. They said the programs also helped them become aware of the many factors involved in getting and keeping a job that they had not learned in other classes and helped them see the connection between school and work. (The report includes graphs and narrative.) (YLB)

ED 284 027 CE 047 840

Mandatory Production Controls. Issues in Agricultural Policy. Agriculture Information Bulletin Number 520.
Economic Research Service (DOA), Washington, D.C.
PUB DATE- Jul 87
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Agricultural Education; *Agricultural Production; Agriculture; *Consumer Economics; Economic Factors; Efficiency; Federal Legislation; *Federal Regulation; *Field Crops; Government Role; *Policy Formation; Productivity; Public Policy
IDENTIFIERS- *Food Security Act 1985; *Production Controls

Mandatory restrictions on agricultural production continue to be suggested as an alternative policy for reducing price-depressing surplus production, increasing farm income, and cutting farm program costs. A mandatory production control program (MPCP) can be implemented through two methods: (1) acreage allotments, which restrict individual farmers as to the number of acres that they could plant for a particular crop, and (2) marketing quotas, by which individual farmers would be restricted as to the amount of the product that they could sell to others. Both types of production controls would depend on an estimated, government-specified level of national production. Enforcing controls on production would be a problem. An MPCP would result in trade-offs between various sectors of the economy: farmers, natural resources, consumers, agribusiness, and the Federal Treasury. Although the incomes of farmers would increase in the short term, the gains might later be offset by production inefficiencies and rising consumer prices. Improving one sector could cause changes in another sector that could offset the improvement. The concept of mandatory production controls was rejected during the debate over the 1985 Food Security Act. However, high costs of the Act, continued financial stress for some farmers, and limited expansion of exports have renewed interest in revising the current law to include mandatory restrictions. Such restrictions would benefit certain sectors of the economy but hurt others. (KC)

ED 284 056 CE 047 889

Nashville Area Employment and Training Needs. Vocational Education Exemplary Project.
Nashville - Davidson County Metropolitan Public Schools, Tenn.
SPONS. AGENCY- Tennessee State Dept. of Education, Nashville. Div. of Vocational-Technical Education.
PUB DATE- 85
NOTE- 180p.; For related documents, see ED 267 189-223 and CE 047 888-890. Document contains colored print.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Cooperation; *Demand Occupations; Educational Improvement; *Educational Needs; *Employer Attitudes; *Employment Projections; *Entry Workers; Labor Needs; Program Improvement; Secondary Education; *Vocational Education
IDENTIFIERS- *Tennessee (Nashville)

A survey involving 1,142 Nashville, Tennessee, area businesses was conducted to assess current employment interest and future labor demands for entry-level jobs. Major objectives of the project component, part of a three-pronged effort to improve vocational education, were (1) to provide for greater involvement by business and industry in analyzing the extent to which vocational programs offered in metropolitan Nashville are current, relevant, and responsive to local human power needs and (2) to use the findings of the project survey and of related efforts to improve local vocational education programs. According to the results of the survey, "service occupations" is the occupational category in which the most entry-level job openings, due to expansion and replacement, could be expected to occur between 1982 and 1985. Of the top 25 jobs out of 6,541 job titles with the most projected openings, 14 of the top jobs were within the service occupations category. Several jobs in the sales and clerical category and two job titles belonging to the crafts and kindred occupations were also part of the top 25 jobs with the most projected openings. Employers contributed numerous comments and suggestions for improving vocational programs. The occupational projections will be used with related data to form a picture of prospective supply-demand conditions. Recommendations were made to improve the vocational education programs to meet employment needs. (Author/KC)

ED 284 069 CE 047 908

Ralph, Joan; And Others
Personality and Demographic Variables Related to Career Development and Career Concerns.
PUB DATE- Apr 87
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Development; Adults; Career Change; *Career Development; Career Ladders; Career Planning; *Developmental Stages; Developmental Tasks; *Locus of Control; Midlife Transitions; Personality Assessment; Personality Development; Personality Measures; *Personality Traits; Self Actualization; Self Concept; Work Life Expectancy

Following a literature search of the theories of personal maturation and career development, a study was conducted to identify personality and demographic variables related to career development and career concerns. Specifically investigated was the relationship between two sets of variables with self-concept, locus of control, and age in one set and career orientation, exploration, establishment, maintenance, disengagement, and career change in the other set. The population for the study was all students who had been accepted in the graduate nursing program at a southern university. The 109 students who were contacted completed four inventories: the Tennessee Self-Concept Scale, the Rotter Internal-External Locus of Control Scale, the Career Development Inventory (College and University Form), and the Adult Career Concerns Inventory. Analysis of the data yielded the following results: (1) support was found for Super's theory that a high self-concept is important to career development and that career decision making requires a sense of autonomy or an internal locus of control; (2) adults with positive feelings of self-worth and an internal locus of control were likely to be mature individuals secure in their level of career development and not likely to be interested in exploring new occupations; (3) adults with a lower self-concept and a more external locus of control might not as yet have crystallized a preference for a field of work and a specific occupation; and (4) support was found for Super's concept of career adaptability or the process of recycling through the stages of career development, especially at midlife. Thus, the study concluded, it cannot be assumed that as one ages, he or she automatically will be in any one predetermined stage. (KC)

ED 284 083 CG 020 016

Buescher, Paul A.; Patetta, Michael J.
Alcohol-Related Morbidity and Mortality in North Carolina. SCHS Studies No. 41.
North Carolina State Dept. of Human Resources, Raleigh. Div. of Health Services.
PUB DATE- Jul 86
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Age Differences; *Alcoholic Beverages; *Death; *Diseases; *Drinking; *High Risk Persons; Racial Differences; Sex Differences
IDENTIFIERS- Alcohol Abuse; *Mortality Rates; *North Carolina
This document presents data from a variety of secondary sources in an attempt to document that alcohol abuse is a serious problem in North Carolina, resulting in sickness, medical care use, death, and substantial ecoromic costs. The primary source of data presented in this report is the Medical Examiner data system, which contains information for approximately 15% of all deaths in North Carolina each year, including all accidental and violent deaths. Because results from blood alcohol tests are included for approximately 80% of these deaths investigated by the Medical Examiner, a major section of this report examines alcohol-related mortality using this data source. The report contains a review of data on alcohol-related morbidity in North Carolina, an examination of alcohol-related mortality, and a discussion of results. Tables and discussions are included in the areas of: (1) primary alcohol diagnoses; (2) variation in the risk of hospitalization among age and race-sex groups; (3) patients treated in the mental health care system for a primary alcohol diagnosis by age and race-sex groups; (4) deaths with alcohol underlying causes by major diagnosis categories; (5) alcohol-related deaths for the 1980-1984 period by age and race-sex groups; (6) average blood alcohol percentages for number of drinks and body weight; and (7) percent of deaths with a blood alcohol level of intoxication. (NB)

ED 284 167 CS 008 816

Harris, Violet J.

The Brownies' Book: Challenge to the Selective Tradition in Children's Literature.
PUB DATE- 84
NOTE- 51p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)
DESCRIPTORS- Attitude Change; Black Culture; *Black History; Black Literature; Black Stereotypes; Black Studies; *Black Youth; Characterization; Children; *Childrens Literature; Cultural Images; Literature Appreciation; *Periodicals; *Racial Bias; Reading Attitudes; Reading Interests; Reading Research; Recreational Reading; Self Esteem
IDENTIFIERS- *Brownies Book; Du Bois (W E B)

"The Brownies' Book," a periodical for Black children created and edited by W. E. B. Du Bois and published for 2 years, from 1920 to 1921, was a radical departure from traditional children's publications. It challenged the "selective tradition" in children's literature that negatively depicted Afro-Americans and Afro-American culture. It offered poems, stories, informative articles, and advice that portrayed Black children as intelligent, attractive, clean, and virtuous. Readers were apprised of the history and achievements of Blacks in articles about Frederick Douglass, Sojourner Truth, and Harriet Tubman, and Black children around the country were recognized for academic achievement. Additionally, to counteract the effect of drawings in other children's literature that showed Blacks with unattractive and exaggerated features, the drawings for "The Brownies' Book" showed Blacks as being attractive and having a wide range of physical characteristics and skin tones. Readers were taught to treat others with fairness, equality, and assertiveness, and poems and stories often emphasized kindness and perseverance. In a monthly column called "The Judge," young readers were given guidance that would enable them to interact with others with self-confidence and tolerance. The magazine was overtly political, stressing racial solidarity and racial equality, and it seems to have inspired many Blacks to challenge the status quo. Letters from readers reflect the uplifting and inspirational quality of the magazine, indicating that it fulfilled DuBois' hopes that "The Brownie Book" would create "refined colored youngsters." (JC)

ED 284 235 CS 210 626

McCombs, Maxwell E.; And Others
Predicting Newspaper Readership from Content Characteristics: A Replication.
PUB DATE- Aug 87
NOTE- 21p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (70th, San Antonio, TX, August 1-4, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Content Analysis; Layout (Publications); Media Research; *Newspapers; Predictor Variables; *Reading Habits; *Reading Interests
IDENTIFIERS- *Readership Analysis
Noting that the decline in adult newspaper readership does not match the growth in the number of educated adults, a study queried (1) Which characteristics of news items most strongly predict readership levels? and (2) Is there any difference in the best set of predictors for the different age groups (older than and younger than 35)? A readership survey of the November 1, 1985 issue of the Richmond (Virginia) "News Leader" was combined with a content analysis of that issue. In the survey, the 514 respondents indicated whether they had read or noticed each of the 203 items in that issue of the newspaper. The subsequent content analysis of the issue classified each of the news items on 15 content dimensions. The results of the multiple regression analysis indicated that the front page of a section is the key variable in predicting readership for all news items in the paper for both age groups. Other key predictors of readership were topic, source of story, total space, upper half of the page placement, and page number placement. (Notes, references, and tables of data are included.) (HTH)

ED 283 970 CE 047 634

Lee, Jasper S., Comp.; Cheatham, Danny L., Comp.
Summary of Research in Extension (A Compilation of Abstracts for 1983-1985).
Mississippi State Univ., Mississippi State. Dept. of Agricultural and Extension Education.
PUB DATE- Mar 86
NOTE- 233p.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Abstracts; *Agricultural Education; Community Development; Community Programs; Community Resources; Conservation (Environment); *Extension Education; *Home Economics; International Education; Natural Resources; Postsecondary Education; Program Administration; *Program Descriptions; Program Evaluation; *Research Projects; Research Reports; Secondary Education; Staff Development; State Programs; Student Organizations; Vocational Education; *Volunteers; Volunteer Training
IDENTIFIERS- 4 H Clubs; *Cooperative Extension Service

This document contains 200 one-page abstracts intended to provide a linkage between producers and consumers of research related to the Cooperative Extension Service. The abstracts are organized into nine broad categories: administration, agriculture/natural resources, accountability and evaluation, community resource development, 4-H and youth, home economics, international, personnel and staff development, and volunteerism. (Abstracts of studies that could be placed in more than one area are listed only once in the category deemed most appropriate.) Abstracts are listed alphabetically in each of the nine categories by state and by names of principal investigators within states. Indexes also are provided by author and state. Each listing contains bibliographical information and information on purpose, method, findings, and source of additional information. (KC)

ED 284 126 CG 020 059

Norman, Nancy M.
Disincentives, Identities, and Smoking.
PUB DATE- Mar 87
NOTE- 11p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (33rd, Atlanta, GA, March 25-28, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beliefs; *Elementary School Students; Identification; Individual Characteristics; Intermediate Grades; Junior High Schools; *Predictor Variables; Prevention; *Smoking; *Student Attitudes; *Student Behavior

When smoking decisions are understood in terms of the beliefs and attitudes which determine them, prevention programs can focus on changing these beliefs and attitudes. A study was conducted to measure students' attitudes and beliefs on the short-term health effects of smoking, on the social consequences of smoking, and on specific identities attained by smoking. The beliefs, values, intentions to smoke, and smoking status of students (N=2,650) in grades five through eight were assessed at one time and and again 2 weeks and 6 months later. Questionnaires were administered and a bogus pipeline technique was used to encourage valid self-reports of smoking status. The results revealed that attitude toward smoking and subjective norms accounted for a significant portion of the variance in inention to smoke. Attitude toward smoking was shown to be the best predictor of intention to smoke, intention to smoke in turn, was a significant predictor of smoking behavior. The number of friends one had who smoked and attitude toward smoking also predicted smoking behavior. Beliefs about the identities characteristic of a smoker were shown to influence smoking behavior indirectly through their influence on attitudes toward smoking. These findings have implications for prevention efforts. (NB)

ED 284 289 CS 210 740

Shetty, Yolan L.
Writing-as-Process and Problem-Solving: A View toward Theory.
PUB DATE- Mar 87
NOTE- 14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (38th, Atlanta, GA, March 19-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Computer Uses in Education; Courseware; Freshman Composition; Higher Education; Problem Solving; *Theory Practice Relationship; *Writing Instruction; *Writing Processes
The recent influx of computer programs to aid students in writing has created some confusion between the linear, directed process of problem-solving and the less directed, more chaotic process of putting words down on paper. Though problem-solving and writing-as-process have some points in common, they cannot be taken as equivalent, because problem-solving as represented by the writing programs lacks the imprecise, ambiguous, playful process of composing that can be called "metaphoring." Metaphoring, an unstructured way of comparing words or ideas, underlies all kinds of thought and writing, and to teach writing as linear, structured process is to leave out the "tinkering" and "play" that characterizes most types of composition. In this sense, writing as problem-solving seems incompatible with writing as coming-to-know, and the struggle to compose implicit in the latter. Educators who teach composition with computers must embrace the responsibility of knowing that keyboarding is not composing, that one kind of program is suitable for machine work and another is not, and that we shape as much as possible the effect computers have on the way we think. (JC)

ED 284 316 CS 505 651

Blake, Robert W.
The Play's the Thing: Showing Middle School Students How to Read a Play, "The Monkey's Paw."
PUB DATE- 87
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Characterization; *Class Activities; Classroom Communication; *Drama; *Dramatics; Elementary Secondary Education; Instructional Materials; Lesson Plans; Literary Devices; Middle Schools; Reader Response; Readers Theater; *Scripts; *Teaching Methods
IDENTIFIERS- *Monkeys Paw (The); Plot (Fiction)
Intended for middle school teachers interested in helping students (especially those with no experience attending theater) learn how to read and see a play by themselves, this paper provides a lesson plan based on W. W. Jacobs's dramatic play, "The Monkey's Paw." After furnishing a rationale for reading this particular play, the paper discusses the general instructional objectives that students should attain after having read, discussed, and interpreted a well-made and worthwhile play. The paper considers various strategies for teaching the play, including how much time to spend on background, reading the play as a script, and basic terms for dealing with the structure (plot). The paper then addresses the scene-by-scene interpretation of the "Monkey's Paw," providing discussion questions on each scene, as well as on producing the play and on the setting, lighting, properties, makeup, and costuming. The paper concludes with a list of eight different ways to evaluate the students' success in learning about the play, and with a brief coda that reiterates the purpose of the lesson plan and its usefulness for future studies of dramatic texts. (NKA)

ED 283 957 CE 047 615

Getting Your Foot in the Door. Teacher's Manual.
New York City Board of Education, Brooklyn, NY. Office of Occupational and Career Education.
PUB DATE- 82
NOTE- 91p.; For related documents, see CE 047 616-619.
AVAILABLE FROM- Office of Occupational and Career Education, New York City Board of Education, 131 Livingston Street, Brooklyn, NY 11201 ($4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Career Education; Career Planning; Decision Making; Employment Interviews; *Employment Potential; Employment Problems; Equal Opportunities (Jobs); Interpersonal Communication; Job Application; *Job Search Methods; *Job Skills; Learning Activities; Minority Groups; Promotion (Occupational); *Racial Discrimination; Secondary Education; *Self Concept; Teaching Guides; Tenure; Values; Work Attitudes

This teacher's manual provides teachers with an overview of the various learning packages that comprise the four-volume series of student workbooks entitled "Getting Your Foot in the Door." Dozens of introductory or follow-up activities are also included in this manual, which is designed as a do-it-yourself staff development course. The manual is organized by the seven learning packages divided among the four student workbooks. The learning packages are career planning/self-perception; career planning/values; communication; decision making; search, application, and interview; opening closed doors; and keeping a job. The introduction to each learning package is followed by the specific aims, suggestions for using the exercises in the student workbook, suggested activities, and additional activities. Appendixes include a listing of additional resources, sample lesson plans that emphasize how to infuse career education objectives into the basic curriculum, and a grid with learning package and page references, for activities that would best support objectives in language arts, social studies, science, mathematics, health, and business education. (YLB)

ED 283 985 CE 047 653

Fargher, John R.
Rehabilitation Associate Training for Employed Staff. Work Adjustment (RA-37).
Ellsworth Community Coll., Iowa Falls, IA.; Wisconsin Univ.-Stout, Menomonie. Stout Vocational Rehabilitation Inst.
SPONS. AGENCY- Rehabilitation Services Administration (ED), Washington, DC.
PUB DATE- 84
NOTE- 50p.; For related documents, see CE 047 642-655.
GRANT- 44-P-81418/7-02
AVAILABLE FROM- Materials Development Center, Stout Vocational Rehabilitation Institute, University of Wisconsin-Stout, Menomonie, WI 54751.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Counselor Training; *Daily Living Skills; *Inservice Education; Job Search Methods; Learning Activities; Learning Modules; Postsecondary Education; *Rehabilitation Counseling; Social Adjustment; *Vocational Adjustment; *Vocational Rehabilitation
This learning module, which is intended for use in in-service training for vocational rehabilitation counselors, deals with the social, vocational, and community survival skills that a client needs to adjust to work successfully. The following topics are discussed: work adjustment, approaches to work adjustment, work adjustment to change work behavior, techniques of programming for program change, application of the principles of work adjustment, social and vocational survival skills, critical vocational behaviors, critical employment-coupled behaviors, and theoretical standpoints. The module also includes a sheet for use in recording worker performance and grooming, a work adjustment checklist, learning activities intended to help clients find and adjust to work, a list of recommended readings, and two self-tests. (MN)

ED 284 000 CE 047 706

Eash, Maurice J.; Fitzgerald, Ronald J.
Occupational Education and Industrial Policy: Revitalizing the United States Economy. Occasional Paper 1.10.
Massachusetts Univ., Boston. Inst. for Learning and Teaching.
PUB DATE- Feb 87
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Basic Skills; *Economic Progress; Economics; Human Capital; *International Trade; *Labor Force Development; Management Development; Postsecondary Education; Public Policy; *Role of Education; Secondary Education; *Vocational Education; World Affairs
IDENTIFIERS- *Human Systems Approach; *Industrial Policy
The current United States industrial policy is not working in the new international economy. As jobs are increasingly exported overseas, the United States faces a major problem in revitalization of its economy. Occupational education has a major role in the revitalization of the country's economy through the upgrading of the training and retraining of a more productive work force. Two areas where occupational education curriculum can directly contribute to build a new competitive economy are through increasing achievement in basic skills and through instruction of students in understanding and use of human systems innovation in work environments. Development of human capital is the critical factor in rebuilding a competitive economy. (Author/YLB)

ED 284 042 CE 047 867

Edmison, Glenn A.; And Others
A Study of the Status of Computer Usage in Industrial Technology Programs in Idaho J.H. and Secondary Schools.
PUB DATE- Aug 87
NOTE- 32p.; Paper presented at the Annual Conference of the Idaho Vocational Association (Boise, ID, August 3-6, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Literacy; Educational Needs; Fused Curriculum; *High Schools; *Junior High Schools; Microcomputers; Postsecondary Education; Questionnaires; State Surveys; Statewide Planning; Teacher Education; *Technological Literacy; *Trade and Industrial Education; Use Studies
IDENTIFIERS- *Idaho

A study examined the extent to which microcomputers are being used by industrial technology teachers in Idaho public junior and senior high schools. The express purpose of the study was to develop an information base upon which teacher educators and administrators could design pre- and inservice teacher education curricula. The survey questionnaire was mailed to 209 industrial technology teachers throughout the state. A total of 128 (61 percent) were eventually returned. The teachers reported using a total of 257 computers, with plans to purchase an additional 117 in the near future. Most of the computers now used belong to the Apple family, and most of those surveyed plan to continue using the brand. Most computers were located in a computer or industrial technology lab. Other locations included the main office, library, drawing room, chemistry lab, composition lab, typing room, or math and science rooms. The areas of drafting and graphic arts had the most software available. Robotics, construction/woodworking, and manufacturing were the areas in which the greatest desire for software was expressed. Funding and availability of hardware were identified as the greatest barriers to infusing computer instruction into industrial technology programs. It was concluded that teachers would benefit most from workshops covering basic computer literacy and computer use skills, criteria for selecting computers for an industrial technology program, use of available software and authoring systems to develop customized courseware, and special applications related to industrial technology (including robotics and computer-aided design and manufacturing). (MN)

ED 284 098 CG 020 031

Towers, Richard L.
Student Drug and Alcohol Abuse. How Schools Can Help Combat Series.
National Education Association, Washington, D.C.
REPORT NO.- ISBN-0-8106-3291-8
PUB DATE- 87
NOTE- 225p.
AVAILABLE FROM- National Education Association Professional Library, P.O. Box 509, West Haven, CT 06516 (Cloth, Stock No. 3292-6, $19.95; Paper, Stock No. 3291-8, $10.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Cooperative Planning; *Drinking; *Drug Abuse; Educational Cooperation; Elementary Secondary Education; Family School Relationship; Helping Relationship; *Prevention; School Community Relationship; School Personnel; *School Role; *Student Problems

IDENTIFIERS- *Alcohol Abuse

This book was written to help school personnel combat drug and alcohol abuse among students. It gives readers a basic understanding of drugs and their effects on the mind and body. The stages of chemical dependency and the vocabulary of the drug scene are reviewed and reasons that children and adolescents take drugs are discussed. Signs of student drug use are presented. The interrelationships of drug use, behavior problems, eating disorders, chronic truancy, teenage pregnancy, running away, and delinquency are noted. The book emphasizes the importance of schools' working with parents, students, government, and business to combat student alcohol and drug abuse. The major part of the book focuses on methods of preventing student drug and alcohol abuse and what to do when abuse occurs. It includes descriptions of activities, materials, and programs that schools nationwide have found useful. The book also presents an overview of treatment programs and reviews the school's role in aftercare and reentry to school for recovering drug abusers. Relevant information is appended, including lists of State Drug Abuse Prevention Agencies and other organizations to contact for help. References are given and a bibliography of both professional and student resources is included. (NB)

ED 284 112 CG 020 045

Alexander, Sheldon; And Others
Procedural and Distributive Justice Effects in Communal and Exchange Relationships.
PUB DATE- Apr 87
NOTE- 13p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (Arlington, VA, April 9-12, 1987). For related documents, see ED 266 363 and CG 020 044-046.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Higher Education; Influences; *Interpersonal Relationship; *Justice; *Parent Child Relationship; Secondary Education; Secondary School Students; *Student Attitudes
IDENTIFIERS- *Distributive Justice; *Procedural Justice
Previous justice research has used exchange situations, which involve expectations of reciprocity with no special responsibility for another's welfare, to compare the relative importance of procedural (fairness of rules and processes involved in reaching outcomes) and distributive (fairness of outcomes) fairness. Since differences were found as a function of social context, it was hypothesized that as the social context of an allocation moves from exchange to communal relationships, which involve feeling a special responsibility for another person's needs, the relative importance of procedural fairness will increase. To examine this issue, a simulation procedure involving a communal relationship was used. College students (N=114), high school students (N=120), and junior high school students (N=120), read a scenario in which parents allocated money to their teenage children, and then completed a questionnaire. Procedural and distributive justice were manipulated in a 2 x 3 factorial design; eight dependent measures of social and affective responses were examined. The results revealed that procedural justice accounted for significantly more variance than did distributive justice on all eight dependent variables. These findings differed from previous findings in exchange situations, suggesting that as allocator-recipient relations become closer, or more communal, procedural fairness becomes increasingly more important than distributive fairness. (Author/NB)

ED 284 140 CG 020 073

Yager, Geoffrey G.
Self-Supervision: What To Do When You're Stuck Without an Assigned Supervisor.
PUB DATE- 24 Apr 87
NOTE- 26p.; Paper presented at the Annual Meeting of the American Association for Counseling and Development (New Orleans, LA, April 21-25, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Burnout; Counseling Techniques; *Counselor Evaluation; *Counselors; *Self Evaluation (Individuals); *Supervision
IDENTIFIERS- *Self Supervision
Practicing counselors are often working in settings that do not include regularly-assigned supervisors. In the absence of regular supervision, today's counselors must meet mounting demands for accountability by demonstrating competence and expressing professional autonomy. When a difficult situation arises with a given client, what can and should the counselor do? In a supervised situation, the supervisor actively supports the assessment-action-evaluation process. In a self-supervised situation the assessment, action, and evaluation processes are self-initiated and self-maintained. A self-supervision model represents these processes in a continuous loop. The assessment process determines the direction of needed change; the self-action part involves attempts at direct change, including changing the environment and the consequences of certain behaviors; and the evaluation of the action step provides feedback to subsequent self-assessment thereby modeling an on-going process without a beginning or end. This self-supervision process combining self-awareness, self-action, and self-evaluation helps a counselor to avoid the professional pitfall of burnout. (Author/ABL)

ED 284 154 CG 020 087

Abused Children in America: Victims of Official Neglect. A Report of the Select Committee on Children, Youth, and Families. U.S. House of Representatives, One Hundredth Congress, First Session together with Additional Views and Dissenting Views.

Congress of the U.S., Washington, DC. House Select Committee on Children, Youth, and Families.

PUB DATE- Mar 87

NOTE- 373p.; Documents contains small print.

AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

LANGUAGE- English

EDRS Price - MF01/PC15 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Research/Technical (143)

DESCRIPTORS- Adolescents; *Child Abuse; *Child Neglect; Children; Child Welfare; *Federal Aid; Financial Problems; Government Role; *National Surveys; Prevention; Program Implementation; Resource Allocation; *Sexual Abuse; *State Action

IDENTIFIERS- Congress 100th

This Congressional report confirms the increasing tragedy of child abuse and neglect in the United States and documents the decline in resources available to serve those children. It is based on a survey conducted of the 50 states and the District of Columbia to determine what information was available about the extent of child abuse and neglect, and to learn what resources and services exist to prevent and treat child abuse. Findings are reported which reveal that: (1) reports of child abuse are rising, particularly of child sexual abuse and child neglect; (2) reported cases are becoming more serious and complex; (3) economic hardships of families are a primary contributor to abuse; (4) cuts in federal aid have resulted in inadequate public resources to address child abuse; and (5) state child protective service systems are strained and staff are overburdened. The report notes that it is possible to prevent and treat child abuse with a variety of cost-effective programs and that states are placing greater emphasis on prevention. Chapter I focuses on reports of child abuse and neglect. Chapter II examines resources available to states for child protection and child welfare services. Chapter III looks at how states investigate reports and provide services. Chapter IV deals with effective programs and recent initiatives. Chapter V presents state fact sheets of survey responses. One figure, 32 tables, 3 appendices, and additional and dissenting views are included. (NB)

ED 284 181 CS 008 872

Collins, Allan; And Others
Cognitive Apprenticeship: Teaching the Craft of Reading, Writing, and Mathematics. Technical Report No. 403.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.; Office of Naval Research, Arlington, Va.
PUB DATE- Jan 87
NOTE- 37p.
CONTRACT- 400-81-0030; N00014-85-C-0026
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Apprenticeships; *Cognitive Processes; Elementary Education; *Learning Strategies; *Learning Theories; Mathematics Instruction; Metacognition; Reading Instruction; Reading Research; Skill Development; *Teaching Methods; Theory Practice Relationship; Writing Instruction; Writing Research
IDENTIFIERS- Cognitive Enhancement; Learning Environment; Reciprocal Teaching

Noting that skills and knowledge taught in schools have become abstracted from their uses in the world, this paper clarifies some of the implications for the nature of the knowledge that students acquire through a proposal for the retooling of apprenticeship methods for the teaching and learning of cognitive skills. The paper specifically proposes the development of a new cognitive apprenticeship to teach students the thinking and problem-solving skills involved in school subjects such as reading, writing, and mathematics. The first section of the paper, after discussing key shortcomings in current curricular and pedagogical practices, presents some of the structural features of traditional apprenticeship, detailing what would be required to adapt these characteristics to the teaching and learning of cognitive skills. The central section of the paper considers three recently developed pedagogical models that exemplify aspects of apprenticeship methods in teaching thinking and reasoning skills. The section notes that these methods--A. S. Palincsar and A. L. Brown's reciprocal reading teaching, M. Scardamalia and C. Bereiter's procedural facilitation of writing, and A. H. Schoenfeld's method for teaching mathematical problem solving--appear to develop successfully not only the cognitive, but also the metacognitive, skills required for true expertise. The final section organizes ideas on the purposes and characteristics of successful teaching into a general framework for the design of learning "environments," including the content being taught, pedagogical methods employed, sequencing of learning activities, and the sociology of learning--emphasizing how cognitive apprenticeship goes beyond the techniques of traditional apprenticeship. Tables of data are included, and references are appended. (Author/NKA)

ED 284 195 CS 008 895

Baker, Linda; Zimlin, Laurie
Training Children To Use Two Levels of Standards To Evaluate Their Comprehension: Evidence of Generalization and Maintenance.
PUB DATE- Apr 87
NOTE- 44p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; Elementary Education; Metacognition; *Reader Text Relationship; Reading Ability; *Reading Comprehension; Reading Difficulties; *Reading Instruction; *Reading Processes; Reading Research; Reading Strategies; Reading Tests; Theory Practice Relationship

IDENTIFIERS- *Metacomprehension

Noting that children evaluate their reading comprehension more effectively when they are informed about the standards of evaluation they should use, a study examined whether training in the use of certain standards would show generalization from one level of processing to the other, and also maintenance of standard use. The study also examined whether subjects would benefit more from training in "macroprocessing" standards (structural cohesiveness, internal consistency, informational completeness) which require more global text integration than "microprocessing" standards (lexical, propositional cohesiveness, external consistency) which involve more local attention to words and sentences. Subjects, 80 average and above average readers in fourth grade, were assigned to one of three instructional groups: macroprocessing, microprocessing, or no instruction. Subjects in the training groups were given practice applying the standards appropriate to their condition. All groups then read and evaluated passages containing problems requiring the use of all standards. They were tested again two and a half weeks later. Results indicated that the children were more likely to identify problems of the types in which they were instructed, but both trained groups identified more noninstructed problems than did the control group, indicating generalization. The training advantage was also maintained over time. In addition, the macroprocessing group performed better than the microprocessing group on the delayed test, indicating a longer term benefit of global evaluation training. Reading skill affected performance, but did not interact with other factors. (JC)

ED 284 208 CS 210 464

Sneed, Don; And Others
Public Relations Writers and the Press Release: Constitutional Protection Provides "Relatively" Safe Haven from Libel Verdicts.
PUB DATE- Aug 87
NOTE- 20p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (70th, San Antonio, TX, August 1-4, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Court Litigation; *Evaluation Criteria; Freedom of Speech; *Language Usage; News Media; *Opinions; *Public Relations
IDENTIFIERS- First Amendment; *Libel; Ollman v Evans; *Press Releases
An examination of recent cases involving press releases and public relations writers indicates that courts have devised several ways, including the use of guidelines set out by the Ollman (from "Ollman v. Evans") four-factor test, to make the distinction between fact and opinion. The four-factor test helps courts to assess (1) whether the statement in question has a precise core of meaning for which a consensus exists, or whether it is ambiguous; (2) the degree to which the statement is verifiable; (3) the context in which the statement is made including the use of cautionary language and the tone of the whole; and (4) the broader context in which the statement appears. Because press releases have still been subject to libel suits, such as in "Parks v. Steinbrenner," where the court ruled that the press release did not set forth adequate statement of facts to support the opinions within the release, authors of releases are advised to try to avoid libel suits by disclosing the facts on which the opinions are based. Additionally, writers can choose words with ambiguous meanings, use rhetorical hyperbole, and make tongue-in-cheek statements. They can also preface statements with "I think," and similar phrases, and surround questionable words with quotation marks: "rapist," "lied." Despite criticism of the Ollman four-factor test, writers are advised to apply the test to their own writing to determine whether fact is discernable from opinion. (JC)

ED 284 222 CS 210 583

Trager, Robert; Chamberlin, Bill F.
The Dangerous Exception to Protection for Opinion.
PUB DATE- Aug 87
NOTE- 20p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (70th, San Antonio, TX, August 1-4, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Constitutional Law; *Court Litigation; Freedom of Speech; Higher Education; Journalism; Mass Media; News Media; *Press Opinion; Public Opinion; Torts

IDENTIFIERS- Gertz v Robert Welch Inc; *Libel
Since the 1974 Supreme Court dicta in "Gertz v. Robert Welch, Inc.," many courts have held that statement of opinion is constitutionally protected. However, statements that appear to be opinion based on undisclosed facts or knowledge not generally known to the public can be an exception. For instance, courts have protected specific unfavorable restaurant and book reviews, but refused to protect as opinion a statement by the owner of a baseball team, reported in a newspaper, that the club's former general manager was a "despicable human being." This presents a problem for the media, which may be impeded in debating issues of public concern for fear that the opinions they publish, which had formerly been protected under fair comment, may not be qualified for legal protection. The Restatement of Torts in 1977 attempted to distinguish between "pure" and "mixed" opinions, and a later torts hornbook posited "deductive," "evaluative," and "informational" opinions. Courts have also taken the possibility of intended malice and "rhetorical hyperbole" into account. To protect the right to debate issues of public concern, courts should consider merging the ideas of Judge Robinson's dissent in "Ollman v. Evans" and the Supreme Court's opinion in "Philadelphia Newspapers v. Hepps," and protect any comments, without consideration of whether they are fact or opinion, that cannot be proven false. (Four pages of footnotes are included.) (JC)

ED 284 249 CS 210 677

McLeod, Jack M.; And Others
Audience Perspectives on the News: Assessing Their Complexity and Conceptual Frames.
PUB DATE- Aug 87
NOTE- 43p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (70th, San Antonio, TX, August 1-4, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Audience Analysis; *Cognitive Processes; Economic Factors; *Mass Media Effects; Media Research; *News Media; *Political Attitudes; Protocol Analysis; Use Studies
IDENTIFIERS- Audience Response; *Media Use; News Topics

A study investigated audience news comprehension, focusing on objective knowledge questions measuring "acquaintance with" as contrasted to "knowledge of" as indexed by cognitive complexity and the frames of cognitive structure. A single continuing story--the Tax Reform bill that was moving through the United States Congress at the time of data collection--was selected as an issue salient enough to be at least somewhat familiar to almost all respondents but also complex enough to elicit a variety of interpretations. Subjects, 567 Wisconsin adults, interviewed by telephone in 1986, responded to a series of open-ended questions that allowed them ample opportunity to discuss tax reform and that covered the general areas of perceived effects, actors, and causes. Results indicated that many respondents saw the issue of tax reform in nonobvious ways, thinking more about the law's impact on society or the economy as a whole than in terms of their own "pocketbook." Results also yielded the surprisingly weak relationship of complexity and education. Findings showed a stronger partisan identification than might have been expected, given the nonpartisan nature of the issue under consideration. Strength of partisanship and strength of independence were strongly related to both complexity and certain frames, particularly party frames and social benefits. Findings suggested that structural variables have a greater impact on knowledge than on complexity, and may operate indirectly via media choice and patterns of media use and information processing strategies. (References and tables of data are appended.) (NKA)

ED 284 262 CS 210 706

Larter, Sylvia; And Others
Utilisation des micro-ordinateurs en ecriture aux cycles primaire et moyen: methodes, roles, attitudes et produits. L'education et la technologie (Writing with Microcomputers in the Elementary Grades: Process, Roles, Attitudes, and Products. Education and Technology Series).
Ontario Dept. of Education, Toronto.
REPORT NO.- ISBN-0-7729-2463-5
PUB DATE- 87
NOTE- 243p.; For the publication in English, see CS 210 705.
AVAILABLE FROM- MGS Publication Services, 5th Floor, 880 Bay St. Toronto, Ontario, Canada M7A IN8 ($8.00).

LANGUAGE- French
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Collected Works - Serials (022)
DESCRIPTORS- *Computer Assisted Instruction; Computer Uses in Education; Educational Media; Elementary Education; Foreign Countries; *Microcomputers; Student Attitudes; Teacher Attitudes; Teacher Student Relationship; Teaching Methods; Theory Practice Relationship; *Writing Instruction; *Writing Processes; Writing Research; *Writing Skills
IDENTIFIERS- Ontario Department of Education (Canada); Writing Attitudes; Writing Implements

A study examined and compared writing with and without microcomputers in elementary schools. Specifically, the study examined (1) how the products of writing instruction with a computer differ from the products of traditionally taught writing, (2) the process of teaching writing, (3) teacher-pupil roles when pupils are writing, (4) teacher attitudes toward writing, (5) student attitudes toward writing, and (6) reading scores of pupils who write with microcomputers as compared with those of pupils who do not use microcomputers. Subjects, 90 teachers and 180 students from grades 1, 3, and 6 in the Toronto (Canada) public schools, were divided equally into three control and three experimental groups, according to grade level. The experimental groups used microcomputers for writing while the control groups used traditional methods. Findings indicated that elementary school children, particularly those in the primary grades, increased and improved their writing by using microcomputers, and that such results could be obtained in a classroom in a six-month period with only a few computers. Findings also indicated that, for the students, the process of writing with microcomputers differed from the process of writing with traditional tools, and that it differed by grade level. Results suggested that the use of microcomputers for teaching writing in the elementary grades is compatible with the philosophy of teaching writing encouraged by the Ontario Ministry of Education and the Language Study Centre of the Toronto Board of Education. (References, six appendixes, and 32 figures are attached.) (NKA)

ED 284 302 CS 505 596

Schiappa, Edward
The Rhetoric of Nukespeak.
PUB DATE- 87
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Attitude Change; *Discourse Analysis; Language Styles; Language Usage; Mass Media Effects; *Metaphors; *Nuclear Warfare; *Persuasive Discourse; Public Opinion; *Rhetoric; Rhetorical Criticism; Vocabulary
IDENTIFIERS- Doublespeak; *Jargon; Nuclear Weapons; *Nukespeak
Nukespeak--euphemisms or jargon that serve to hide the horrific nature of nuclear weapons systems and nuclear war--uses the strategies of domestication and bureaucratization to represent itself to the public. Domestication employs everyday language to introduce nuclear concepts into public discourse in a non-threatening manner, as when President Reagan named the MX missile "The Peacekeeper." Bureaucratization insulates nuclear concepts from public inspection by using acronyms or sanitized jargon, such as the military definition of the neutron bomb as a "radiation enhancement warhead." If some aspect of nuclear war cannot be conveyed persuasively with friendly metaphors, then the next best option is to use technical terms or acronyms that only "experts" can really understand. Nukespeak, as a thoroughly rhetorical enterprise, warrants attention because of its role in shaping consciousness of speakers and hearers alike. Kenneth Burke has argued that terminologies direct attention by selecting some aspects of reality to focus on while deflecting others. The likely consequence of nukespeak is that its users will tend to understand nuclear weapons, strategy, and war as benign or beneficial rather than repulsive or horrifying, while its receivers (the public) will tend to accept a reality defined by "official others." The challenge for the rhetorical critic is to identify the "Third Persona" of texts--the audience excluded by the discourse of nukespeak. (References are appended.) (NKA)

ED 283 944 CE 047 381

Preparing Teacher/Coordinators to Conduct Cooperative Work Experience Education.
National Child Labor Committee, New York, N.Y.
SPONS. AGENCY- Atlantic Richfield Foundation, New York, NY.; Edna McConnell Clark Foundation, New York, N.Y.; Mott (C.S.) Foundation, Flint, Mich.
PUB DATE- 86
NOTE- 99p.
AVAILABLE FROM- National Child Labor Committee, 1501 Broadway, Suite 1111, New York, NY 10036 ($4.00; 10 or more--20 percent discount).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *College Programs; *Cooperative Education; Course Content; Course Organization; Educational Needs; Experiential Learning; Field Experience Programs; Higher Education; High Schools; Job Training; *Preservice Teacher Education; Program Improvement; School Business Relationship; Teacher Role; *Work Experience Programs

The National Child Labor Committee (NCLC), having as its goal the improvement and increased utilization of Cooperative Work Experience Education (CWEE), conducted several studies to identify areas in which improvement is desirable and attainable. Based on information collected and knowledge of job demands, nine changes to preparation of teacher/cordinators are recommended. Part I describes a two-year study to determine how to improve and extend the use of cooperative education. Data for the study included: curriculums from 26 schools of education; descriptions of tasks performed by teacher/coordinators and estimates of relative importance of each task; contents of manuals and guides for conduct of cooperative education issued by 11 state departments of education and one Canadian provincial department; and findings and recommendations in studies and articles relative to teacher training. Part II outlines a curriculum that was developed. The curriculum contains a course sequence to prepare teacher/coordinators and an outline for each course. The six courses outlined include Introduction to CWEE, Administration of CWEE, Coordinating and Integrating Cooperative Education Activities, Improving Learning Opportunities at the Workplace, Cooperative Education for Special Student Populations, and Obtaining and Using Labor Market Information in Planning and Conducting Cooperative Education. Each course includes goals, objectives, content, teaching methods, and resources. The third part of this document is a syllabus for the introductory course in CWEE. It serves as an example of how the syllabus should be prepared for each of the courses in teacher/coordinator preparation. Appendixes include a bibliography, questionnaire to schools of education, key elements of CWEE, matrix of the key elements in college curricula, matrix of the importance of the elements, and elements for training teacher/coordinators. (KC)

ED 284 014 CE 047 773

Community-Based Education of Health Personnel. Report of a WHO Study Group. Technical Report Series 746.
World Health Organization, Geneva (Switzerland).
REPORT NO.- ISBN-92-4-120746-9
PUB DATE- 87
NOTE- 95p.

AVAILABLE FROM- WHO Publications Center USA, 49 Sheridan Avenue, Albany, NY 11210 ($7.20).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Allied Health Occupations Education; *Community Education; Community Involvement; Developed Nations; Developing Nations; *Educational Trends; Foreign Countries; *Health Personnel; *Medical Education; Postsecondary Education; Program Development; *Program Implementation; Vocational Education
IDENTIFIERS- *Community Needs

Addressed to the directors, deans, and faculties of medical and other health-related schools, this booklet contains a detailed explanation of the meaning of community-based education. It opens with a brief account of trends in both industrialized and developing countries that have created a demand for health personnel capable of responding more effectively to community needs. The concept of community-based education is presented and discussed in terms of its underlying principles, its overall advantages, its organizational components, and the major problems and constraints facing implementation. Numerous practical examples are used to illustrate how the concept can operate in various training systems or situations where competence is acquired through close contact with real problems in the community. The remaining sections of the report set forth guidelines for implementing a community-based educational program. An outline of the various steps and approaches is presented together with recommendations on how to foster a broader understanding of the meaning and advantages of training programs closely linked to community needs. (YLB)

ED 284 028 CE 047 845

Mei, Dolores M.; And Others
Adult Basic Education 1985-1986 End-of-Year Report.
New York City Board of Education, Brooklyn. Office of Educational Assessment.
PUB DATE- Jun 87
NOTE- 35p.; Prepared by the O.E.A. High School Evaluation Unit.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Basic Skills; *English (Second Language); High School Equivalency Programs; *Literacy Education; *Outcomes of Education; *Participant Characteristics; Program Effectiveness; Reading Instruction; Second Language Instruction; *Skill Development
IDENTIFIERS- *New York (New York)
The Adult Basic Education/High School Equivalency (ABE/HSE) Services Program provides basic educational services for out-of-school youth and adults in New York City. The program offers classes in basic literacy (BL), basic education (BE), high school equivalency (HSE), and English as a second language (ESL). The program's budget is $11 million. During the 1985-86 school year, 38,800 students enrolled in program classes at more than 300 locations. Immigrants made up 48 percent of enrollees. Seventeen percent of the students received public assistance. Forty percent of students were employed full-time, 10 percent worked part-time, 30 percent were unemployed and available for work; and 18 percent (primarily mothers of young children) were unemployed and unavailable for work. Students ranged from 17-70 years of age. Student achievement data are inconclusive because so few of those enrolled provided data that could be used to measure changes in achievement outcomes. However, students for whom there were complete data for two years showed moderate improvement in all categories; 25 percent of Level One BE students progressed at least one level as did 24 percent of Level Two students and 20 percent of Level Three students. Forty-six percent of the two-year ESL Level One students advanced at least one level as did 39 percent of Level Two students, 23 percent of the Level Three students advanced to Level Four. Additionally, 4 percent of ESL students moved to BE classes and 2 percent to HSE classes. As a result of the program evaluation, recommendations were made to offer teachers in-service training in methods for teaching adults, to establish permanent class sites, and to improve distribution of materials. (KC)

ED 284 057 CE 047 890

Scope and Sequence Process. Vocational Education Exemplary Project.
Nashville - Davidson County Metropolitan Public Schools, Tenn.
SPONS. AGENCY- Tennessee State Dept. of Education, Nashville. Div. of Vocational-Technical Education.
PUB DATE- 85
NOTE- 64p.; For related documents, see ED 267 189-223 and CE 047 888-889. Document contains colored print.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Articulation (Education); *Curriculum Development; *Curriculum Guides; Educational Improvement; Educational Innovation; *Instructional Materials; Integrated Curriculum; *Material Development; Secondary Education; *Vocational Education
IDENTIFIERS- *Nashville Metropolitan Public Schools TN

The goal of the curriculum component of the vocational education improvement project conducted by the Metropolitan Nashville Public Schools was to develop articulated scope and sequence instructional guides for each vocational program in the schools. In an effort to strengthen and improve vocational instruction in the schools, an initial step has been taken toward the development of articulated vocational programs within the school system. The guides were developed to (1) help ensure that students are taught minimum competencies in secondary vocational program areas; (2) reduce the possibility of students experiencing gaps in continuity through omission of content from one level of instruction to another; (3) reduce the possibility of students being penalized when transferring from one secondary school to another due to different curricular sequences being taught; (4) maximize student benefits from local vocational programs through the use of relevant curriculum; (5) improve communication regarding curriculum development between faculty members at secondary and postsecondary levels; and (6) provide for greater involvement of business and industry in analyzing the extent to which vocational programs offered in the schools remain current, relevant, and responsive to labor needs. Implementing recommendations for continuous vocational curricula updating will improve vocational education in the Metropolitan Nashville Public School System. (Author/KC)

ED 284 084 CG 020 017

Patetta, Michael J.
Drowning Deaths in North Carolina. SCHS Studies No. 42.
North Carolina State Dept. of Human Resources, Raleigh. Div. of Health Services.
PUB DATE- Aug 86
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Accident Prevention; Accidents; Age Differences; Alcoholic Beverages; *Death; *Demography; *Drinking; Racial Differences; Safety; Sex Differences
IDENTIFIERS- *Drownings; *North Carolina
North Carolina, with a large number of major rivers, lakes, and reservoirs, and 320 miles of ocean shoreline, has a comparatively high drowning rate. A study was conducted to examine drowning deaths that occurred in North Carolina between 1980 and 1984. Data were obtained from the Office of the Chief Medical Examiner. Data from Drowning Abstract Forms and selected items from the Medical Examiner computer file, such as the decedent's blood alcohol percent, were summarized to form descriptive statistics on all the drownings. Cross tabulations were generated to see how certain characteristics varied by activity of decedent and setting of drowning. A total of 1,052 drownings were abstracted, with males accounting for 87% of the drownings. Nonwhite males had the highest drowning rates across all age groups; the drowning rate was higher for nonwhites than for whites, and higher for males than for females. An examination of activities revealed that, while most drownings occurred during swimming, there was a large number of nonswimming drownings. Of the 839 drowning victims who were tested for blood alcohol, 34% were legally intoxicated. Findings from the study suggest that some of these drowning were preventable, including those where the victim was swimming alone, those involving boats, those where the victim was in the 0-5 age group, and those in which alcohol was involved. (NB)

ED 284 168 CS 008 827

Himley, Oliver T.; And Others
Iowa Chapter 1, ECIA Reading Study.
Iowa State Dept. of Public Instruction, Des Moines.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Jan 86
NOTE- 102p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Class Activities; Curriculum Evaluation; Data Analysis; Elementary Education; Grade 2; Grade 4; Learning Strategies; *Program Evaluation; Reading Achievement; Reading Comprehension; Reading Difficulties; *Reading Improvement; *Reading Instruction; Reading Research; *Reading Skills; *Remedial Reading
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1; Iowa
Part of an investigation of the effectiveness of Education Consolidation and Improvement Act (ECIA) Chapter 1 reading programs, this document reports on a study of 699 second and fourth grade students in Chapter 1 programs in Iowa. An introduction notes that the study was conducted to discover instructional characteristics that affect student achievement, including kinds and amounts of instruction. It also explains the objectives and management plan of the study. The second and third sections detail the study rationale and design, while a fourth section outlines the instrumentation of the study, including types of instructional time, site selection, and teacher orientation. The fifth section describes results of the study, noting how students and teachers utilized time, and offering structural and contextual Chapter 1 program characteristics. The sixth section, divided into two parts for second and fourth grade students, offers analytical findings. Finally, a discussion section notes that simply increasing instructional time did not improve achievement, that student achievement increased with some time devoted to off-task activities, and that achievement increased, particularly for second graders, when teachers spent adequate amounts of time on organizing and managing the classroom. (Nineteen tables, the Study Observer Handbook, and definitions of variables are included.) (JC)

ED 284 236 CS 210 633

Griffin, Robert J.

Energy, Education, and Media Use: A Panel Study of the Knowledge Gap.

PUB DATE- Aug 87
NOTE- 37p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (70th, San Antonio, TX, August 1-4, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Attainment; *Information Sources; *Knowledge Level; *Mass Media Effects; Media Research; Newspapers; Public Affairs Education; *Public Opinion; *Sociocultural Patterns; Television Viewing
IDENTIFIERS- Energy Crisis; *Knowledge Gap Hypothesis; *Media Use

A follow-up panel study investigated whether a knowledge differential based on individual educational differences develops in a community, and additionally, whether media use is associated with differential gain in knowledge across education levels. It was hypothesized (1) that education would have a positive effect on public affairs energy knowledge and energy issue relationships, (2) that education would have a positive impact on public affairs media and energy media use, and on public affairs knowledge, and (3) that energy issue salience would be positively related to energy issue relationships and public affairs mass media use. Subjects, 650 randomly selected homeowners in a Wisconsin community, completed telephone interviews over a period of three years. Results indicated that education did have an impact on public affairs energy knowledge, but that energy media were used more evenly across higher and less educated subjects. Energy issue salience was positively related to energy issue relationships and public affairs mass media use. Findings suggested that information campaigns about energy and other complex issues need to take into account different patterns of media use and knowledge gain related to social status, particularly education. Energy communication media seem to be used equally by the more or less educated, although knowledge about energy is most consistently related to reading of newspaper energy stories by the more educated, and to viewing televised energy commercials among the less educated. (Tables of data and a list of references are appended.) (NKA)

ED 284 276 CS 210 723

Staton, Jana
Dialogue Journals. ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 87
NOTE- 3p.
CONTRACT- 400-86-0045
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Reading Research; *Reading Writing Relationship; *Teacher Student Relationship; *Teaching Methods; *Writing Improvement; Writing Research; Writing Skills
IDENTIFIERS- *Dialogue Journals; ERIC Digests; *Journal Writing; Student Journals

Dialogue journals are recommended in this digest for teachers who want to involve every student in a literacy practice that unites reading and writing and encourages thinking and reflection. The digest first explains that dialogue journals are useful because they use writing as a genuine means of communication between student and teacher. Dialogue journals then are defined as bound composition books in which each student carries on a private conversation with the teacher for an extended time. The history of these journals, which were first developed by a sixth grade teacher in California, is detailed, and sample teacher-student exchanges are also provided. The digest next explicates some of the benefits of dialogue journals to students: (1) they create a one-to-one relationship between student and teacher in which both academic and personal concerns are discussed; (2) they provide opportunities to use newly acquired reading and writing skills; (3) they allow students to engage in reflection about experiences and to think about adult problems, choices, and ideas; (4) they give students a chance to engage in natural uses of different kinds of writing--narration, description, argumentation, even poetry; and (5) they let students read a personalized text, that is, the teacher's responses. Benefits of dialogue journals for young children, less proficient writers, and ESL students are also discussed, together with a brief justification for the time required for teachers to respond to each student. Twelve references are appended. (SKC)

ED 283 971 CE 047 635

Charters, Alexander N.; Dengel, Raymond E.
International Handbook of Resources for Educators of Adults. English Language Materials. MSS 33.
Syracuse Univ., N.Y. Publications Program in Continuing Education.
PUB DATE- Jan 86
NOTE- 132p.
AVAILABLE FROM- Syracuse University Publications in Continuing Education, Syracuse University, Syracuse, NY 13244-2030.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Access to Information; *Adult Education; *Conferences; Databases; Educational Equipment; Educational Media; *Educational Resources; *Information Centers; Information Networks; *Information Sources; *Libraries; Postsecondary Education
This handbook is intended to assist adult educators in obtaining access to programs and documents devoted to adult education. Resources were selected for inclusion in the handbook on the basis of their availability, scope (resources must be at least national in breadth), and focus on or have some significance to adult educators. The handbook is divided into sections on the following topics: general, concerning resources for adult educators (the role of UNESCO in resources for adult educators, the definition of adult education, adult education in the context of lifelong learning, the professional development and characteristics of adult educators, adult education agencies, language considerations, quality of resources, and policies/declarations on adult education); conferences, symposia, workshops, and meetings on resources and information resources; information organizations (programs, networks, information centers, clearinghouse, libraries, resource centers, and collections); categories of resources (print, media, database systems, professional personnel, associations/organizations, and professional development); location of resources (public/government and nongovernment libraries, adult education agencies, associations and organizations); and supportive services (classification schemes, finances/grants, evaluation, and awards/recognition). (MN)

ED 283 986 CE 047 654

Davis, Michael J.; Fargher, John R.
Rehabilitation Associate Training for Employed Staff. Production Methods (RA-38).
Ellsworth Community Coll., Iowa Falls, IA.; Wisconsin Univ.-Stout, Menomonie. Stout Vocational Rehabilitation Inst.
SPONS. AGENCY- Rehabilitation Services Administration (ED), Washington, DC.
PUB DATE- 84
NOTE- 33p.; For related documents, see CE 047 642-655.
GRANT- 44-P-81418/7-02
AVAILABLE FROM- Materials Development Center, Stout Vocational Rehabilitation Institute, University of Wisconsin-Stout, Menomonie, WI 54751.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Counselor Training; *Facility Planning; Inservice Education; *Job Development; *Job Simplification; Learning Activities; Learning Modules; Postsecondary Education; *Productivity; Rehabilitation Counseling; Supervisory Methods; *Vocational Rehabilitation
This learning module, which is intended for use in in-service training for vocational rehabilitation counselors, deals with work design methods that are intended to improve client production and work quality. The following topics are discussed: work simplification, motion economy, the usefulness of jigs and cues in production, procedures for laying out the work floor, the value of process charts, and ways of solving layout problems. Also included are a list of references; worksheets on work station design, jigs and cues, and production methods; and two self-tests. (MN)

ED 284 001 CE 047 707

Greenwood, Reed; Johnson, Virginia Anne
Employer Concerns Regarding Workers with Disabilities.
Arkansas Univ., Hot Springs. Arkansas Rehabilitation Research and Training Center.
SPONS. AGENCY- National Inst. of Handicapped Research (ED), Washington, DC.
PUB DATE- Dec 85
NOTE- 164p.
GRANT- G0083C0010
AVAILABLE FROM- Arkansas Research and Training Center in Vocational Rehabilitation, Publications Department, P.O. Box 1358, Hot Springs, AR 71902 (Order No. 42-1324--$6.00).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Attitude Change; Career Development; *Change Strategies; *Disabilities; *Employer Attitudes; Employment Patterns; *Employment Practices; Employment Qualifications; Entry Workers; Fringe Benefits; Job Training; Postsecondary Education; Productivity; Recruitment; Referral; Staff Development; Trend Analysis; Vocational Adjustment; *Vocational Rehabilitation
More than 90 surveys conducted during the past 40 years covering a variety of disabling conditions and employers' concerns regarding workers with these conditions were reviewed. The goal of this review is to identify, develop, test, and disseminate interventions for rehabilitation practitioners to use in job development and placement. The review focused on employer perspectives on resources to facilitate the employment of workers with disabilities (referral and recruitment, accommodation, and staff training resources), the influence of federal contracts and labor unions, career initiation and establishment, career maintenance and advancement, and employer characteristics. It culminated in a series of recommendations for action on the part of rehabilitation practitioners, policymakers, and workers with disabilities. The review revealed that employers are much like the general population in that they have had and continue to have reservations about workers with disabilities despite the available evidence that disabled individuals make valuable, competent employees. Although employers do appear to be aware of the differences in persons with varying disabilities and do seem, to some extent, to assess different employees' abilities differently, it appears that stereotypes persist. This seemed especially true in the case of severe physical disabilities, mental illness, and mental retardation. It appeared that there are few hard and fast rules that can readily be applied to job development and the job placement of persons with disabilities. (Bibliographies of employer surveys and general references on workers with disabilities are appended.) (MN)

ED 284 070 CE 047 909

Fox, Tricia A.
Teaching in Prisons: Consideration of the Concept of Adult Education.
PUB DATE- May 87
NOTE- 16p.; Paper presented at the Conference on Change: Implications for Adult Learning (Regina, Saskatchewan, Canada, May 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adult Basic Education; *Adult Education; *Adult Learning; Adults; *Correctional Education; Educational Benefits; *Educational Needs; Literacy Education; *Participant Characteristics; *Prisoners

Education within prisons can be viewed as a form of rehabilitation to enable inmates to return to society. However, many prisoners lack fundamental education and have negative attitudes toward learning. This leads to problems in the areas of teaching prisoners and justifying educational programs within prison institutions. Correctional education programs can be justified by the fact that they provide a tie with the outside world that is noncriminal and that they help the prisoner find a job when he or she is released. Prisoners are often lacking in basic skills; come from socially deprived backgrounds; they are often school pushouts/dropouts and have come in conflict with the law at an early age. Prisoners demonstrate a high incidence of illiteracy, low intelligence, learning disabilities, and reading disabilities. It is estimated that the typical inmate functions two or three grade levels below the level completed in school. The best way to meet the education needs of prisoners is to provide adult education conforming to the principles formulated by Knowles (1980). A fundamental consideration in adult education is recognizing and adapting learning to cater to the needs of the learner. This requires educators to present a delivery system that takes into account the wide range of individual differences in age, levels of prior experience, attitudes, interests, and learning styles of a group whose only common denominator is serving time. Applying the concepts of adult education could make correctional education more successful and beneficial to prisoners and society. (KC)

ED 284 127 CG 020 060

Sweeney, Thomas J.
Council for Accreditation of Counseling and Related Educational Programs (CACREP) or APA Doctoral Accreditation?
PUB DATE- Apr 87
NOTE- 7p.; Paper presented at the Annual Convention of the American Association for Counseling and Development (New Orleans, LA, April 21-25, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Standards; Accreditation (Institutions); *Accrediting Agencies; Counseling; Counselor Educators; Counselors; *Counselor Training; *Doctoral Programs; Graduate Study; Higher Education; *Masters Programs; *Quality Control
The Council for the Accreditation of Counseling and Related Educational Programs (CACREP), as a corporate affiliate of the American Association for Counseling and Development, is the accrediting agency for the world's largest association for counseling. CACREP has been in consultation with the Council on Postsecondary Accreditation (COPA) staff and has been in the process of gaining recognition status from COPA. Other agencies which accredit counselor education programs include the Council on Rehabilitation Education (CORE), American Psychological Association (APA), the National Council on Accreditation for Teacher Education (NCATE), and the American Association for Marriage and Family Therapy (AAMFT). Of all of these agencies, only CACREP addresses the needs of counseling at both the doctoral and the master's degree levels and in more than one type of setting or clientele. CACREP may be the best choice for the accreditation of counselor education programs for clarity of purpose; scope of coverage; quality of process; and advantages to graduates, students, and programs. Dual accreditation at the doctoral level by APA and CACREP of the same programs is not possible. University educators with doctoral programs must decide who it is that they are best able to prepare (counselor educators and supervisors or psychologists). Having made this decision, they must identify their programs by the appropriate title and go on to prepare students for serving their clients and their profession. (NB)

ED 284 141 CG 020 074

Freas, Howard J.
The Role of Student Affairs Personnel in Curriculum Planning in the Community College Curriculum.
PUB DATE- Apr 87
NOTE- 53p.; Ed.D. Practicum, Nova University.
AVAILABLE FROM- Howard J. Freas, Bucks County Community College, Newton, PA 18940 ($3.00; quantity discount).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *College Curriculum; *Community Colleges; *Curriculum Development; Higher Education; *Student Personnel Workers; Two Year Colleges
IDENTIFIERS- Pennsylvania
The assumption was made that student affairs professionals are not used in, or only play a minimal role in, the curriculum planning process in community colleges. The 14 community colleges in Pennsylvania were contacted to evaluate the role of student affairs professionals in curriculum planning in these colleges. The results indicated that the student affairs professionals had a minimal role. The literature review suggests that curriculum planning models either do not exist in community colleges or are poorly defined. Since a curricular planning process is needed at Pennsylvania's Bucks County Community College, a process model based on Hunkins (1980) was proposed. The recommendations include: (1) adopting a curriculum planning model that would be used to develop and establish a college-wide curricular philosophy and curriculum; (2) basing the curriculum planning model on the Hunkins model; (3) appointing a chief curriculum officer charged with implementing the model; and (4) changing the chief curriculum officer role to involve all segments of the college in the planning process, paying particular attention to the expertise available in the student affairs sector. (Appendices include survey letters and a list of colleges surveyed.) (Author/ABL)

ED 284 209 CS 210 492

Hamilton-Wieler, Sharon
How Does Writing Emerge from the Classroom Context? (A Naturalistic Study of the Writing of Eighteen-Year-Olds in Biology, English, Geography, History, History of Art, and Sociology).
PUB DATE- 83
NOTE- 51p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Environment; Cognitive Development; *Content Area Writing; Naturalistic Observation; Secondary Education; Student Behavior; Teacher Behavior; *Teacher Student Relationship; *Writing Improvement; *Writing Instruction; *Writing Processes
A study explored contextual influences upon the writing of students in their final year of secondary schooling. Six teachers in 6 subject areas and 12 students enrolled in 2 or more of these 6 classes were selected as case studies. The researcher spent an academic year observing the contexts in which writing occurred, recording class sessions, interviewing students and teachers about their perceptions of writing, and examining written texts. This corpus of contextual data demonstrated that student-teacher interactions were a critical influence on the nature of academic writing produced by the students. Analysis of these interactions revealed (1) that teachers' views of relationships between language and learning in their respective disciplines strongly influence the nature of writing in their classrooms; (2) that cultural, academic, and discipline-specific traditions frequently cause dissonance between teachers' pedagogical ideals and the writing they assign; and (3) that students' academic writing reflects the conflict between these first two findings. (Author/JD)

ED 284 290 CS 210 741

Lieberman, David
The Significance of Significance in Structure.
PUB DATE- Mar 87
NOTE- 13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (38th, Atlanta, GA, March 19-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Coherence; *Expository Writing; Identification (Psychology); Logical Thinking; Theory Practice Relationship; *Writing Evaluation; *Writing Improvement; *Writing Instruction; Writing Processes; Writing Research
IDENTIFIERS- *Author Text Relationship; Text Organization
One of the goals of writing instruction is to teach students to develop coherence in their writing; however, writing instruction that relies too heavily on logical connections and organizational techniques often introduces so many rules that students lose their personal connection to what they write. Coherence has less to do with structure than with perceiving writing as an expression of the writer's life. In terms of creating coherence, by emphasizing the logical relationships and ignoring the writer's sense of significance about what he or she is saying, instructors are leading students away from the point of organizing the writing from the strongest base they have for making sense to themselves, let alone the reader. Looking at actual pieces of writing reveals that structure does not make a text coherent, rather a sense that the author has linked sentences that belong together because they are important to him or her. Even in academic writing, an author's sense of what best fits into the field and is important to make the intended point is linked by a common thread of the author's interest (even when emotion is carefully eliminated from the text). Students must be made aware that the emotional detachment of academic prose is an illusion--the opinions, evaluations, and emotions are only disguised. Showing students that organizing their work around their own sense of significance about what they are saying will help them become better writers. Grading for

significance is not easy, but teachers can use many pre-writing activities to help students mature as writers of coherent prose. (SKC)

ED 284 317 CS 505 652

Geddes, Doreen
Studying Communication Style: Comparison of Three Methods for Gathering Data.
PUB DATE- May 87
NOTE- 26p.; Paper presented at the Annual Meeting of the Eastern Communication Association (78th, Syracuse, NY, May 18-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Research; *Communication Skills; Comparative Analysis; Employer Employee Relationship; Females; *Interpersonal Communication; *Language Styles; Males; Organizational Communication; Sex Bias; *Sex Role; Sex Stereotypes
IDENTIFIERS- Communication Patterns; *Communication Styles; *Presentation Mode
A study examined the effects of three presentational modes--transcription, audiotape, and videotape--on raters' evaluations of male and female speakers using a powerless, powerful, or mixed speech style. A powerless speech style was characterized by the use of message elements such as qualifiers, tag questions, polite forms, and disclaimers. A powerful style was characterized by the absence of these message elements, while a mixed style represented a mode halfway between the others. Subjects, 116 female and 81 male undergraduates at a small southeastern university, rated a male or female manager (actors) presenting powerless, powerful, and mixed versions of a message on one of the three presentational modes. A contrived situation depicted a manager talking on the phone to a subordinate who has called about a work problem. The script contained only the manager's portion of the conversation so that the raters would focus solely on the manager's speech style. Both the male and female actors were videotaped encoding all three speech style scripts, and raters were presented with either the male or female version of the speech styles on one of the three delivery modes. Results indicated that respondents rated the mixed speech style most effective for all presentational modes. The powerless speech style was judged next most effective, while the powerful style was rated least effective. (Tables of data are included, and references are appended.) (NKA)

ED 283 958 CE 047 616

Getting Your Foot in the Door. I. Self-Knowledge to Help You Start Your Career.

New York City Board of Education, Brooklyn, NY. Office of Occupational and Career Education.

PUB DATE- 82
NOTE- 100p.; For related documents, see CE 047 615-619.
AVAILABLE FROM- Office of Occupational and Career Education, New York City Board of Education, 131 Livingston Street, Brooklyn, NY 11201 ($4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Career Education; *Career Planning; *Employment Potential; *Job Skills; Learning Activities; Secondary Education; *Self Concept; Self Concept Measures; *Values

This workbook is the first in a series of four student workbooks designed to prepare youth with the employability skills needed for the world of work. The four student workbooks contain all phases of employability skills in seven individual packages. This workbook on self-knowledge to help start a career includes two learning packages--one on career planning/self-perception and another on career planning/values. The writing, speech, and drama exercises are to be worked on privately, in class, or with friends and family. For many of the exercises, there are no right or wrong answers, only different ways of answering the same question. An added feature of the workbook is the key vocabulary words extracted from the text and repeated at the bottom of many of the pages. A bibliography is appended. (YLB)

ED 284 015 CE 047 774

Campbell, B. J.; Campbell, Frances A.
Seat Belt Law Experience in Four Foreign Countries Compared to the United States.
North Carolina Univ., Chapel Hill. Highway Safety Research Center.
SPONS. AGENCY- AAA Foundation for Traffic Safety, Falls Church, Va.
PUB DATE- Dec 86
NOTE- 73p.; Support also provided by Takata Corporation, Tokyo, Japan.
AVAILABLE FROM- AAA Foundation for Traffic Safety, 2990 Telestar Court, Suite 100, Falls Church, VA 22042.
LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Compliance (Legal); Developed Nations; Foreign Countries; Injuries; *Laws; Motor Vehicles; *Restraints (Vehicle Safety); *Traffic Accidents; *Traffic Safety; Vocational Education
IDENTIFIERS- Australia; Sweden; United Kingdom; West Germany
This report examines the process of enacting laws requiring the use of seat belts in the United States. It assesses these laws against the perspective of benefits realized from such mandates in other nations. Chapter one is an introduction; chapter two provides background on seat belt installation in U.S. vehicles, introduction of belt use laws, and what is required to produce a large change in U.S. fatalities. Chapter three examines two issues involved in assessing the effects of the countermeasure: the effectiveness of seat belts in reducing injury if worn and the effectiveness of seat belt laws in ameliorating casualties in the targeted population. Chapter four is a review of findings from Australia, Sweden, Germany, and the United Kingdom. The following information is presented for each country: belt wearing rates, enforcement, publicity, and casualty reduction. It is found that high rates of belt use have been achieved and apparently sustained over significant time periods. Chapter five discusses the U.S. seat belt laws--belt wearing rates, enforcement, publicity, and casualty reduction. Chapter six focuses on certain differences between the other nations and the United States that may be relevant to a discussion of why seat belt programs of foreign countries are more successful. (YLB)

ED 284 043 CE 047 869

White, Robert; Jordan, William
Readability Study.
Albuquerque Technical Vocational Inst., N. Mex.
PUB DATE- Jun 87
NOTE- 117p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cloze Procedure; Content Analysis; *Content Area Reading; *Entry Workers; *Instructional Materials; Job Skills; Outcomes of Education; Postsecondary Education; *Readability; Readability Formulas; Reader Text Relationship; Reading Comprehension; Reading Instruction; Reading Materials; *Reading Skills; Skill Development; *Technical Education; Textbook Evaluation
IDENTIFIERS- Albuquerque Technical Vocational Institute NM

A readability study for the Albuquerque Technical-Vocational Institute (T-VI) was undertaken to provide information regarding the reading ability required to complete training and to function in entry-level jobs. Readability formulas were applied to materials used in training and on the job. In addition, students were tested for level of reading, and interviews were conducted in the field with T-VI graduates and their employers. The study included architectural drafting technology, office occupations, diesel mechanics, the health occupations, and the electronics technologies. To determine whether students could read occupationally specific reading materials, cloze tests were administered. The results indicated that students could read the material in their field even though their test scores on the Nelson-Denny Reading Test indicated they should have difficulty. The explanation appears to lie in the background knowledge and experience the students bring to reading in their own field as opposed to the general academic background knowledge needed for a standardized test. The study recommended that reading instruction should occur within the occupations as an integral part of the curriculum rather than being viewed as a remedial measure. Further impetus is given to this suggestion by the speed of change in every occupation studied. As electronics and computer use increase, job descriptions and the methods used in those jobs are changing, demanding flexible workers who can keep learning. (Author/KC)

ED 284 099 CG 020 032

Compton, Nancy; And Others
Student Pregnancy. How Schools Can Help Combat Series.
National Education Association, Washington, D.C.
REPORT NO.- ISBN-0-8106-3287-X
PUB DATE- 87
NOTE- 184p.
AVAILABLE FROM- National Education Association Professional Library, P.O. Box 509, West Haven, CT 06516 (Cloth, Stock No. 3288-8, $19.95; paper, Stock No. 3287-X, $10.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Adolescents; *Early Parenthood; *Helping Relationship; Parent Participation; *Pregnancy; Prevention; *School Personnel; *School Role; Secondary Education; Secondary School Students; Social Support Groups
This book was written to help educators to deal more effectively with pregnant and parenting students by working with both the students and their kinship networks to assure the well-being of teenage parents and their infants and by developing ideas, policies, and procedures to reduce the incidence of unwanted student pregnancies. The six chapters in Part One of the book focus on the student and the school. Chapter 1 examines the scope of the teenage pregnancy problem and looks at its long-term consequences. Chapter 2 explores the expanding role of the school and recommends helpful school responses to pregnant and parenting adolescents. Chapter 3 focuses on how educators can help, offering specific suggestions for school boards, superintendents, principals, teachers, counselors, and other school employees. Chapter 4 looks at classroom interactions and discusses advice-giving, supportiveness, and communication. Chapter 5 stresses the importance of parental involvement and describes ways to get parents involved. Chapter 6 presents a comprehensive approach to prevention. The five chapters in Part Two, "The Student, the School and Society," deal with: (1) determinants of teenage pregnancy; (2) teenage pregnancy and the larger social issues; (3) pregnant and parenting adolescents and their families; (4) pregnant teenagers' decision making; and (5) organizational responses to teenage pregnancy. An appendix contains a sample of networking services for pregnant adolescents, a policy statement on school age parents, and excerpts from various published sources on the problem. (NB)

ED 284 113 CG 020 046

Alexander, Sheldon; And Others
Sex Differences in the Perception of Injustice or Inequity.
PUB DATE- Apr 87
NOTE- 9p.; Paper presented at the Annual ADAMHA-MARC Colloquium, (4th, Washington, D.C., April 24-26, 1987). For related documents, see CG 020 044-045.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *Family Environment; Higher Education; *Justice; *Moral Values; *Rewards; Secondary Education; Secondary School Students; *Sex Differences; *Student Attitudes
Gilligan (1982) proposed that men and women have different moral ideologies, that men use a logic of rights and rules while women use a logic of care and relationships. Russ and Alexander (1984) found significant sex differences in their research on justice, such that women responded more positively to overreward or more negatively to underreward than did men. Since the Russ and Alexander study used an exchange situation, a study was conducted to determine whether similar effects would occur in a communal situation. Male (N=169) and female (N=184) junior high school, high school, and college students read a scenario in which parents allocated money to their teenage children. There were three equity conditions: overreward, underreward, and just reward. After reading the scenario, subjects completed a questionnaire which included the key dependent variable of perceived fairness of the allocated reward. The results revealed a significant sex x inequity interaction on the measure of perceived fairness. Female subjects perceived overreward as being fairer, and underreward as being more unfair, than did male subjects. These results in a communal situation replicated Russ and Alexander's exchange situation results and are congruent with Gilligan's hypothesis about male-female moral ideologies. (Author/NB)

ED 284 155 CG 020 088

Locke, William E.
Staff Development Concerns for the Personnel Manager.
PUB DATE- 85
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Elementary Secondary Education; *Faculty Development; *Inservice Education; *Personnel Management; Teacher Attitudes; Teacher Education; *Teacher Effectiveness; *Teacher Evaluation; *Teacher Role

The most unique responsibility of the school personnel worker may be the evaluation of teachers. Unlike the personnel manager of a non-educational enterprise, a school personnel manager must provide remediation training to a tenured teacher not performing competently. Those involved in personnel decisions should be aware of what research has determined to be the best facilitators of inservice staff development. Local school districts are being mandated to upgrade their curricula and the skills of their teachers. A melding of teacher-effectiveness discoveries and operationally sound management strategies is necessary to the successful fulfillment of the mandated education goals. Teachers must be encouraged to make changes that will improve institutions; they need to be called on to set goals and make decisions. Critical to attempts to improve schooling is the involvement of teachers in large-scale innovations such as the use of computers, and teacher participation in comprehensive, long-term computer inservice programs have been recommended by researchers. Inservice programs should be based on needs expressed by teachers themselves, thereby developing an attitude of "ownership" by the teachers that leads to greater teacher effectiveness. Although the research seems conclusive that participation in the content of inservice programs by teachers is essential, there is a reluctance among administrators to fully involve teachers in planning and developing inservice programs. School personnel managers need to make use of this research and incorporate teacher preferences into programs intended to enchance teacher competency. (ABL)

ED 284 196 CS 008 896

Vellutino, Frank R.; Scanlon, Donna M.
Facility in Name Retrieval and Alphabetic Mapping as Co-determinants of Skill or Lack of Skill in Word Identification.
PUB DATE- Apr 87
NOTE- 23p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; Grade 2; Grade 6; *Learning Processes; Phoneme Grapheme Correspondence; Reading Ability; *Reading Comprehension; Reading Diagnosis; *Reading Difficulties; Reading Processes; Reading Research; *Reading Skills; Recall (Psychology); Schemata (Cognition); *Word Recognition
IDENTIFIERS- Mapping; Phonological Process Analysis
A study examined (1) the relative contributions of skill in name retrieval and alphabetic mapping to the acquisition of skill in word identification, (2) the differential aspects of deficiencies in each of these processes on word identification, and (3) the differential effects of name familiarization and training in phonemic segmentation and alphabetic mapping on word identification. Subjects--age/grade matched and reading ability matched groups of poor and normal readers in grades two and six--were given tests of phonemic segmentation and alphabetic mapping ability and then randomly assigned to one of five different treatment conditions: (1) a name familiarization condition; (2) a phoneme segmentation/alphabetic mapping condition; (3) an "eclectic" condition with both types of instruction; (4) a control condition with both the learning and transfer tasks; and (5) a control condition with only a transfer task. All subjects were then administered an alternate form of a phoneme segmentation test used as the pretest. Findings showed that the poor readers performed significantly below the normal readers on both the pretest and the posttest of phonemic segmentation ability. Findings also showed that poor readers at both grade levels performed significantly below the normal readers on the free recall subtest of response acquisition and on the picture-syllable subtest of response acquisition. Results indicated that both name retrieval and alphabetic mapping are important determinants of skill in word identification and that deficiencies in either skill will cause reading disability. Findings suggest that dysfunction in phonological coding may be a common factor underlying deficiency in both name retrieval and alphabetic mapping. (Tables of data and figures are appended.) (NKA)

ED 284 223 CS 210 584

Allen, Craig M.
TV and the 1956 Presidential Campaign: Insights into the Evolution of Political Television.
PUB DATE- Aug 87
NOTE- 33p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (70th, San Antonio, TX, August 1-4, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Historical Materials (060)
DESCRIPTORS- Broadcast Television; Mass Media Effects; *Political Candidates; *Political Influences; *Presidential Campaigns (United States); Television Commercials; *Television Research
IDENTIFIERS- *Media Campaigns; Media History; Political Advertising; Political Communication; *Political Image; Political Party Conventions; Teleprompters; Television Role

Contrary to the prevailing view that 1952 was the year of the first nationally televised political conventions, only 32 states had TV stations at that time; nor did the term "TV candidate" originate in the Kennedy (1960) or Nixon (1968) campaigns. In fact, it is Dwight Eisenhower and the campaign of 1956 that deserve this recognition. Contemporary journals, memoirs, and live interviews with members of each party's presidential campaign show that Eisenhower's 1956 election committee was the first to make television the primary component in a presidential campaign, substituting live TV appeals for campaign travel because of the president's ill health. The Republican convention innovated technology and production styles such as on-the-floor interviews, split screens, on-screen vote totals, and teleprompters. Abandoning the traditional whistle stop strategy in favor of select airplane appearances in politically crucial locales, Eisenhower relied on television to achieve blanket exposure. In contrast to the Republicans, Adlai Stevenson, the Democratic candidate, viewed the medium as a necessary evil, used grass-roots campaigning, neglected television strategies, and faltered during TV appearances. Although television's effect on the election outcome cannot be assessed, post-election studies indicate that TV enhanced Eisenhower's image, particularly that of his health, while Stevenson bemoaned the impossibility of making issues during a media influenced campaign. Campaign participants in both parties used their 1956 experience with television in later elections. This and other findings suggest that the 1956 campaign had greater impact on mass media history than previously recognized. (JG)

ED 284 250 CS 210 678

Giffard, C. Anthony; Cohen, Lisa
Television, Censorship and South Africa.
PUB DATE- Aug 87
NOTE- 32p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (70th, San Antonio, TX, August 1-4, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Censorship; Foreign Countries; *Mass Media Effects; Media Research; News Media; *News Reporting; Programing (Broadcast); Television Research; Violence
IDENTIFIERS- Apartheid; *Media Government Relationship; Media Responsibility; *South Africa; Television Networks

Network television news has often been accused of inciting and prolonging incidents of public violence, whether riots or terrorism, and in South Africa this type of thinking has led to increasingly stringent restrictions on both domestic and foreign media covering the violent unrest there. A study determined a chronology of events and analyzed the content of United States network television coverage of South Africa from January 1982 through August 1986, to determine the impact of varying degrees of censorship on the amount and kind of reporting coming from South Africa. It was expected that the restrictions would result in less coverage, and specifically in less coverage of violent unrest and of critics of apartheid. The data showed that in the short term, at least, the coverage actually increased during the two states of emergency that included curbs on the media. The curbs also failed to silence critics. In the longer term, however, the coverage has declined, but this may be due to factors other than censorship. (SKC)

ED 284 303 CS 505 608

Corder, Lloyd E.
Nonverbal Expectancy Effects in the Political Media.
PUB DATE- May 87
NOTE- 23p.; Paper presented at the Annual Meeting of the Eastern Communication Association (78th, Syracuse, NY, May 18-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Attitude Measures; Communication (Thought Transfer); *Mass Media Effects; *Nonverbal Communication; *Political Influences; *Public Opinion; Stereotypes; Television Research
IDENTIFIERS- *Expectancy Theory; Political Communication; Political Image; Poll (Influence); Television Role
Expectancy effects--the unconscious shaping of receiver behavior by signalling sender expectations--while recognized in science, have not been documented extensively from a communication perspective, nor are nonverbal aspects of expectancy effects fully known.

Expectancy is a function of three elements, the sender's predisposition (including stereotypes), reinforcement (including nonverbal rewards and punishments), and correspondence bias (where the sender assumes that the receiver's behavior confirms the sender's expectations). Expectancies can be observed in the following instances of media politics: (1) when voters project stereotypical idealizations of the candidates, which are fulfilled when the televised candidate generates nonverbal actions congruent with these expectations (e.g. the public desire or expectation of a folksy president is answered by Carter washing his socks in a motel room); (2) when politicians reinforce a preconception held by the public, (e.g., by acting on the belief that public opinion is more important than policy, thereby increasing the importance of the public opinion variable); or (3) when pollsters, by having an expectation of what a correct answer should be, word their questions or send nonverbal cues in ways that signal the proper response to questions. These examples show that nonverbal variables seem to have a significant impact on generating stereotypes (which results in a false disposition), and nonverbal variables also play a key role in the reinforcement step of expectancies. Appendixes include an outline of strategies for control of experimenter expectancy effects and procedures for generating experimenter expectancies. (JG)

ED 283 972 CE 047 639

Case, Christine L.
Student Follow-Up. Students Enrolled in Telecommunications Technology Spring 1983-Spring 1985.
Skyline Coll., San Bruno, Calif.
PUB DATE- 85
NOTE- 79p.; For the employer follow-up report, see CE 047 640.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Graduates; *Electronic Equipment; *Outcomes of Education; Participant Satisfaction; *Program Attitudes; *Program Improvement; *Student Attitudes; Technical Education; *Telecommunications; Two Year Colleges; Vocational Followup
IDENTIFIERS- *Skyline College CA

A project was conducted to determine (1) what former telecommunications technology students of Skyline College (California) are doing now; (2) students' perceptions of how well telecommunications technology met their educational needs; (3) what advanced skills courses students feel they need; and (4) whether assessment test scores, mathematics courses completed, or level of education could be used to predict an applicant's success in the program. Background information was obtained and questionnaires were sent to the 365 students who had taken all or some of the telecommunications technology courses. Responses were received from 115 former students. The average age of respondents was 30 years when enrolled in the program; about one-fourth were female. The study found the following: (1) 57 percent of the respondents are currently employed in the telecommunications industry--an increase of 58 percent over the number of respondents who were working in the industry before entering the program; (2) about one-half of the respondents said they completed one or more industry training courses after leaving Skyline College; (3) 64 percent of respondents felt that they received an employable skill and 59 percent said the program resulted in improved job mobility; (4) 51 percent said they had received job placement assistance--they were especially appreciative of the job fair; (5) former students said they learned best by hands-on laboratory courses, then demonstration and lecture, and they thought more hands-on experience was needed; and (6) respondents would have liked to have a variety of other technical courses, especially courses in switching theory, managing a telecommunications system, and microwave technology. (Extensive appendixes present data for various groups of respondents.) (KC)

ED 284 029 CE 047 847

Pritchard, Robert D.; And Others

Organizational Productivity Measurement: The Development and Evaluation of an Integrated Approach. Interim Report for Period January 1984--July 1986.

Houston Univ., Tex. Dept. of Psychology.

SPONS. AGENCY- Air Force Human Resources Lab., Lackland AFB, Tex. Manpower and Personnel Systems Div.

REPORT NO.- AFHRL-TR-86-64

PUB DATE- Jul 87

NOTE- 139p.; For related documents, see CE 047 622 and CE 047 850.

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Evaluation Methods; Feedback; *Formative Evaluation; Incentives; *Military Organizations; Military Personnel; *Motivation Techniques; *Organizational Effectiveness; *Productivity; Systems Approach

IDENTIFIERS- Air Force; *Goal Setting

A new productivity measurement system was developed for five sections in maintenance and supply at an operational Air Force base. The productivity measures derived from the system were used as a basis for monthly feedback to the units for a period of five months. Afterward, goal setting was added to the feedback for five months. Finally, incentives were added to the feedback and goal setting. A field test of the new measurement system showed it to be a very effective method of measuring and enhancing productivity. The system was implemented effectively, unit personnel were cooperative in developing and using it, and it showed good psychometric characteristics. Compared with the baseline period, the feedback that was produced by the system resulted in an average productivity gain of 50 percent during feedback, 75 percent during feedback plus goal setting, and 76 during the phase in which incentives were combined with the feedback and goal setting procedures. The positive effects obtained during the field test lasted over time and continued after the research team departed. It was concluded that the system worked well because it provided a single index of productivity along with subindices, was well accepted by unit personnel, proved to be a valid measure of productivity, allowed unit personnel to focus on common objectives, and increased motivation. (MN)

ED 284 058 CE 047 895

Workers 45+: Today and Tomorrow.
American Association of Retired Persons, Washington, D.C.

PUB DATE- 86
NOTE- 24p.; For related documents, see CE 047 896-897.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Age Discrimination; *Aging (Individuals); Demography; Employee Attitudes; *Employment Patterns; *Employment Problems; Employment Qualifications; *Futures (of Society); Income; *Labor Force; *Middle Aged Adults; Racial Distribution; Retirement; Retraining; Sex; Unemployment; Work Attitudes

The Bureau of Labor Statistics estimates that the median age of workers will rise from 34.8 years in 1982 to 37.3 years by 1995. In the 30 years between 1955 and 1985, the number of workers aged 45 and over has risen from 25 million to nearly 32 million. Workers over the age of 45 are established in all types of occupations. The number of men aged 45 to 64 is greatest in manufacturing and services, whereas that of women in the same age group is largest in trade and services. Labor force participation has dropped steadily for men over 45, whereas it has increased for their female counterparts. Working men between the ages of 45 and 64 earn more than the median for all men aged 16 and over, whereas women earn between 60 and 66 percent of their male counterparts. Women of all ages are more likely to work part time (only 6 percent of men aged 45 to 64 versus 25 percent of women in the same age group). Race is an important factor, with a smaller percentage of minority men over 45 working than white men of comparable age and a larger percentage of minority women over 45 working than their white counterparts. Minority members and females experienced the highest unemployment rates, with minority males having the highest rates. The number of allegations of age discrimination has increased from 12,710 in 1981 to 21,635 in 1984 (a 71 percent increase). Many employers are already considering and implementing programs of interest to the more than 38 million workers who will be age 45 or over by 1995. (MN)

ED 284 085 CG 020 018

Fretwell, Dorrie S.; And Others
Rejection Effects Following Repeated Exposure to a Depressed Stranger as a Function of Changing Severity of Depression and Expectation of Future Encounters.
PUB DATE- Mar 87
NOTE- 12p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (33rd, Atlanta, GA, March 25-28, 1987).
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Alienation; College Students; *Depression (Psychology); Females; Higher Education; *Interpersonal Attraction; *Interpersonal Relationship; Personality Traits; *Psychological Patterns; *Rejection (Psychology); Social Isolation
Recently, research has examined interpersonal factors that influence the maintenance of depression. Data suggest that depressives tend to alienate others in their social environment. This study examined rejection effects following repeated exposure to a stranger whose depressive symptomatology increased, decreased, or remained unchanged. Female undergraduate subjects (N=64) watched a series of three videotaped interactions between two female confederates. One of the conferederates, the target subject, enacted different levels of depression. The enactments, which defined four experimental conditions, were of consistent depression, increasing depression, decreasing depression, and consistent nondepression (normalcy). One-half of the subjects assigned to each condition expected to be paired with the target subject in four future sessions, the other one-half expected to be paired with co-participants in the study. The results revealed that rejection responses as reflected in reluctance to engage in future encounters with, and negative perceptions of, the target subject were generally strongest toward the unchanging and deteriorating depressive, less pronounced toward the improving depressive, and least apparent toward the normal persons. Expectation of involvement with the target subject, versus nonexpectation, was for the most part associated with a trend toward less rejection in all four experimental conditions of depression. (Author/NB)

ED 284 169 CS 008 841

Doyle, Mary Anne
The Efficacy of Whole Word and Phonic Approaches to Beginning Reading Instruction with Readers of Varying Word Learning Proficiencies.
PUB DATE- 24 Apr 87
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Beginning Reading; Educational Assessment; Grade 1; *Phonics; Prereading Experience; Primary Education; Reading Ability; Reading Achievement; *Reading Readiness; Reading Readiness Tests; Sex Differences; *Sight Method; *Sight Vocabulary; *Teaching Methods; Vocabulary Development
A study examined the relationship between reading instruction method, sex of learner, word learning proficiency and reading achievement in the first grade. Subjects were 78 males and 88 females chosen from two white, middle class suburban schools, one having a sight vocabulary instruction program, the other a phonic basal program. Students were classified by the Word Learning Tasks (WLT) proficiency test at the beginning of first grade and tested for reading achievement at the end of first grade. ANOVA and MANOVA analyses revealed significant effects for WLT proficiency, program of instruction, and gender. The high phonic-high sight (HPHS) proficiency group scored highest on all measures of reading, the low phonic-low sight (LPLS) group lowest, and those with mixed proficiencies scored between the two extreme groups. As expected, girls demonstrated greater achievement than boys, regardless of program or WLT proficiencies. HPHS readers in the sight program had the highest mean scores; in all other instances the phonic program produced higher reading achievement scores on all subtests for readers of all WLT proficiency levels. The results suggest that (1) phonics instruction is beneficial regardless of learner WLT proficiencies; (2) as expected, students entering a new task with high levels of task-specific readiness will demonstrate greatest achievement; (3) a high proficiency in either word learning task contributes in some way to successful performance in beginning reading regardless of program of instruction. (JG)

ED 284 182 CS 008 873

Anderson, Richard C.; And Others
Do Errors on Classroom Reading Tasks Slow Growth in Reading?
Technical Report No. 404.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jan 87
NOTE- 21p.; A version of this report will appear in the "Elementary School Journal," January 1988.
CONTRACT- 400-81-0030
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Education; *Error Analysis (Language); Miscue Analysis; *Oral Reading; Reading Achievement; Reading Comprehension; *Reading Processes; *Reading Research

A pervasive finding from research on teaching and classroom learning is that a low rate of error on classroom tasks is associated with large year to year gains in achievement, particularly for reading in the primary grades. The finding of a negative relationship between error rate, especially rate of oral reading errors, and gains in reading achievement is generally interpreted to mean that a low rate of error is on the causal path to growth in reading. However, this relationship may be an epiphenomenon: (1) error rate on classroom tasks is a good measure of children's level of reading development, (2) standardized tests and other one-shot assessment instruments are always imperfect measures of reading level, and (3) error rate correlates negatively with end-of-year achievement because it provides additional and more reliable information, beyond that contained in previous test scores, about children's reading ability. Findings from a microanalytic study of third-grade reading lessons confirmed that oral reading errors can have a positive influence on children's comprehension. Errors facilitated comprehension of nonturntakers when task norms emphasized accurate oral reading, but not when norms emphasized story understanding. According to the positive influence theory, an oral reading error followed by feedback fits the pattern of tension followed by resolution shown by other research to improve learning and memory. When the task is accurate oral reading, a failure to read fluently produces tension, which increases attention and instigates deeper processing or a greater "effort after meaning." (A table, figure and references are included.) (Author/HTH)

ED 284 237 CS 210 640

Richardson, Brian E.

Newspaper Readership and Individual Estimation of Public Opinion: Do People Pay Attention to Poll Stories?

PUB DATE- Aug 87
NOTE- 27p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (70th, San Antonio, TX, August 1-4, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Information Sources; Mass Media; *Mass Media Effects; Media Research; *Newspapers; News Reporting; Political Attitudes; *Political Issues; Prediction; *Public Opinion; Surveys; *Voting
IDENTIFIERS- Florida; *Media Use; *Opinion Polls; Referendums; State Issues; Voting Behavior

A study examined mass media use and ability to predict public support for two heavily publicized Florida referenda--casino gambling and a statewide lottery. It was hypothesized that (1) voters who read newspapers that publish election public opinion poll stories will be better able to predict support for the issues than voters who rely on friends and family for election information, and (2) voters who rely on mass media (other than newspapers) for election information will be less able to predict support for the issues than voters who rely on newspapers but more able to do so than those who rely on friends or family. Subjects, 666 individuals from all over the state, were surveyed by telephone two weeks before the November 4, 1986, election. Neither hypothesis was supported by the data collected. Results indicated that it was impossible to say why some respondents more accurately predicted support for the two referenda, but that some evidence existed implying that patterns of media use were not a factor. Examination of the data did not reveal whether respondents read or watched poll stories, whether they saw them and forgot them, whether they ignored them, or whether they simply did not believe them. Results may also suggest to editors that reader interest may not be sufficient justification for conducting and reporting public opinion polls. (Tables of data and references are appended.) (NKA)

ED 284 263 CS 210 707

Malloy, Thomas E.; Daniels, Janus
Bemused Muse: Teaching Productive Audiences for Writing.

PUB DATE- Oct 86
NOTE- 32p.; Paper presented as part of a workshop at the Annual Conference of the Association of General and Liberal Studies (26th, Snowbird, UT, October 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Audiences; Classroom Environment; College Freshmen; *Freshman Composition; Higher Education; Motivation Techniques; Prewriting; *Teaching Methods; Teaching Models; *Writing Instruction; *Writing Processes
IDENTIFIERS- *Audience Awareness; *Writing Strategies

Intended to help freshman composition teachers develop productive audience strategy in their students, this paper explores useful and functional techniques elicited from expert writers to facilitate the generation of internal audiences for the typical college student in a required writing class. The paper encourages small-group peer discussion to ensure that every draft of every assignment has a real audience on the same level as the writer, as well as to engender a relaxed atmosphere in the classroom. The first section of the paper offers students (1) a framework for writing illustrated by improvisation of a metaphor; (2) an experience involving the basic processes that students can identify with and use for a model; (3) examples of universal audiences; (4) a series of stories about potential relationships to audiences; and (5) positive motivation to learn a new and effective strategy for generating audiences of their own choosing. Stating that, in using the identification strategy for generating new audiences, the writer will learn to take three distinctive points of view--his own, the audience's, and that of a director watching the interaction between writer and audience, the central section of the paper identifies and explains the steps necessary to accomplish this. The final section of the paper provides examples of the kinds of activities that teachers can practice with their students to initiate useful audience strategies. (References are attached.) (NKA)

ED 284 277 CS 210 724

Glasser, Theodore L.; Ettema, James S.
Investigative Journalism and the Legitimation of Moral Order.
PUB DATE- Aug 87
NOTE- 41p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (70th, San Antonio, TX, August 1-4, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Moral Issues; Moral Values; News Media; *News Reporting; News Writing; Press Opinion; Public Opinion; Social Attitudes; Social Values; Traditionalism
IDENTIFIERS- *Investigative Reporting; Journalism History; *Journalists; Media Bias; Press Role
Investigative journalists long have had an adversarial relationship with powerful institutions and those in public office, stemming from the "righteously indignant" reporters of the early nineteenth century penny presses who guarded the interests of the public. Currently, investigative journalists are in a difficult position if they have to report news of moral transgressions, while remaining morally neutral. When documenting transgressions, they tend to circumvent the problem by (1) citing the law, (2) citing codes of conduct, (3) citing experts, or (4) appealing to common sense. Yet all news, how objective it purports to be on its "surface level" is inherently linked to morals because the subject(s) of the story have crossed some moral boundary, identified by the reporter. Hence reporters in their role as "watchdogs' not only reflect the moral norms of society but actively fashion and legitimate the very consensus they ostensibly only convey. However, because investigative journalists select from a limited range of dominant moral standards, accept these standards uncritically, and present them "objectively," they can evade responsibility for contributing to the definition and legitimation of what usually appears to be an "independent" moral order. The values journalists espouse in the "deep level" of their stories only become apparent in a historical and cultural treatment of news. (Seven endnotes and 46 references are included.) (JC)

ED 283 945 CE 047 432

Bolle, Michael; And Others
Vocational Training and Job Creation Schemes in the Countries of the European Community.
European Centre for the Development of Vocational Training, Berlin (West Germany).
REPORT NO.- ISBN-92-825-6918-7
PUB DATE- 87
NOTE- 185p.; Appendixes contain small type.
AVAILABLE FROM- European Community Information Service, 2100 M Street, NW, Suite 707, Washington, DC 20037 (Catalogue No. HX-44-85-654-EN-C: $4.00).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Developed Nations; *Federal Programs; Foreign Countries; *Job Development; *Job Training; Labor Market; *Public Policy; *Unemployment; *Vocational Education
IDENTIFIERS- *European Community

This comparison study is based on individual studies of different countries on the subject of "Vocational Training and Job Creation Programmes" carried out by well-known German research institutes. It established the different types of job creation schemes in operation in the Member States of the European community. It investigated the linkage of job creation programs with vocational training and evaluated the effects and conclusions of policies on the labor market and vocational training. Three forms of labor market-oriented and vocational training programs were differentiated: employment-oriented, training-oriented, and autonomy-oriented (advocacy of entrepreneurship) job creation schemes. Evaluation was based on three criteria resulting from the economic and social rationales behind the objectives of the schemes: orientation toward the target groups, assessment of output orientation/allocative efficiency, and form of training. In the main, designs of job creation programs were found to neglect the allocative aspect. The weak points in the linkage between job creation schemes and vocational training were even more pronounced. In the majority of programs, the training function had hardly been taken into account at all. Job creation schemes were seen as having great possibilities if more effective combinations of employment effects, demand-oriented work, and vocational training were aimed at and achieved. (Appendixes include a list of abbreviations, glossary, a selected literature listing, and an overview of job creation schemes.) (YLB)

ED 283 959 CE 047 617

Getting Your Foot in the Door. II. Furthering Your Career through Communication and Decision-Making.
New York City Board of Education, Brooklyn, NY. Office of Occupational and Career Education.
PUB DATE- 82
NOTE- 101p.; For related documents, see CE 047 615-619.
AVAILABLE FROM- Office of Occupational and Career Education, New York City Board of Education, 131 Livingston Street, Brooklyn, NY 11201 ($4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Career Education; *Decision Making; *Employment Potential; *Interpersonal Communication; *Job Skills; Learning Activities; *Promotion (Occupational); Secondary Education

This workbook is the second in a series of four student workbooks designed to prepare youth with the employability skills needed for the world of work. The four student workbooks contain all phases of employability skills in seven individual packages. This workbook on furthering a career includes two learning packages--one on communication and another on decision making. The writing, speech, and drama exercises are to be worked on privately, in class, or with friends and family. For many of the exercises, there are no right or wrong answers, only different ways of answering the same question. An added feature of the workbook is the key vocabulary words extracted from the text and repeated at the bottom of many of the pages. A bibliography is appended. (YLB)

ED 283 987 CE 047 655

Davis, Michael J.; Fargher, John R.
Rehabilitation Associate Training for Employed Staff. Production Supervision (RA-39).
Ellsworth Community Coll., Iowa Falls, IA.; Wisconsin Univ.-Stout, Menomonie. Stout Vocational Rehabilitation Inst.
SPONS. AGENCY- Rehabilitation Services Administration (ED), Washington, DC.
PUB DATE- 84
NOTE- 37p.; For related documents, see CE 047 642-654.
GRANT- 44-P-81418/7-02
AVAILABLE FROM- Materials Development Center, Stout Vocational Rehabilitation Institute, University of Wisconsin-Stout, Menomonie, WI 54751.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Behavior Modification; *Counselor Training; Disabilities; Inservice Education; *Job Training; Learning Activities; Learning Modules; Postsecondary Education; Rehabilitation Counseling; Severe Disabilities; *Supervisory Methods; *Vocational Adjustment; *Vocational Rehabilitation
This learning module, which is intended for use in in-service training for vocational rehabilitation counselors, deals with effectively supervising groups of clients in a production setting. The following topics are discussed: the purposes of production, production strategies, supervisory tactics, ways of making criticism effective, practical supervision strategies, special methods for difficult problems, and pitfalls in supervision. The module also includes a list of references, seven self-tests, and a worksheet dealing with choosing a production strategy. An appendix includes material from McLaughlin and Wehman's "Vocational Curriculum for Severely Handicapped Students." (MN)

ED 284 071 CE 047 910

Guidelines for Developing an Educational Program for Worker Literacy.
Massachusetts State Executive Dept., Boston.
PUB DATE- Jul 86
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Programs; Competency Based Education; *Corporate Education; *Evaluation Methods; Functional Literacy; *Labor Education; Labor Force Development; *Literacy Education; Motivation; *Program Development; State Legislation; Student Evaluation
IDENTIFIERS- Massachusetts

The guidelines in this paper were developed to assist Massachusetts Private Industry Councils, social agencies, unions, businesses, and education providers in designing educational programs appropriate to the workplace. The focus is on literacy education. The paper is organized in four sections. The first section briefly examines the background of adult literacy needs and problems. The second section, which makes up the bulk of the paper, provides suggestions for program development. Areas covered include publicity, building peer and supervisor support, class locations, educational approaches, student/teacher ratios, competency-based instruction, assessment tools, and curriculum development. The third section discusses performance goals and how they are affected by the level of learner, intensity of learning experience, availability of learning supports, and motivation of learner. Finally, the fourth section suggests contacting the Office of Training and Employment Policy (OTEP), Office of Economic Affairs, for information on curriculum development, competency-based education, and computer-assisted instruction. (KC)

ED 284 114 CG 020 047

Nickell, Gary S.; And Others
Gender and Sex Role Differences in Computer Attitudes and Experience.
PUB DATE- Apr 87
NOTE- 7p.; Paper presented at the Annual Convention of the Southwestern Psychological Association (33rd, New Orleans, LA, April 16-18, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; *Computers; *Expectation; Higher Education; Negative Attitudes; *Sex Differences; *Sex Role; *Student Attitudes; Use Studies
IDENTIFIERS- *Computer Equity
Research suggests that males tend to have a more positive attitude toward computers than do females; that males outnumber females in computer camps; and that males have greater access to, and report more frequent use of, computers at home than do females. It has been suggested that these findings may be based on sex role differences and not on gender differences. Gender and sex role differences in computer attitudes and experience were studied in 166 college students who completed the Computer Attitude Scale; the Personal Attributes Questionnaire to determine sex role orientation; and questions about demographics, computer experience, and future expectations. The results revealed that males had a more positive attitude toward computers than did females, although the difference was not significant. Males did report using computers more frequently than did females. Regular use of computers in school and at nome were related to positive computer attitudes. The expectation that computer skills will be necessary in a subject's future occupation varied as a function of sex role. These findings support other research indicating gender differences in regard to attitudes, use, and expectations about computers, and suggest some sex role differences in computer attitudes and expectations. (NB)

ED 284 128 CG 020 061

Beachy, Robert James
The Development of Sex-Role Identity in Children from Father-Absent Families.
PUB DATE- May 87
NOTE- 45p.; Research paper for Doctor of Psychology degree, Biola University, California.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTORS- *Child Development; Family Environment; *Fatherless Family; Identification (Psychology); *Parent Influence; *Self Concept; *Sex Role; *Sexual Identity
Research investigating the development of sex-role identity in children from father-absent families was reviewed using Biller and Borstelmann's (1967) three-fold conceptualization of sex-role identity as sex-role orientation, sex-role preference, and sex-role adoption as an organizational framework. The review revealed that sex-role orientation has been measured predominantly by projective tests, with results consistently showing a negative correlation between father absence and masculine sex-role orientation in boys. There were not enough studies using projective measures of sex-role orientation to draw definite conclusions. Studies using self-report measures of sex-role preference yielded mixed results, suggesting that father absence does not affect sex-role preference as powerfully as it appears to affect sex-role orientation. Findings of studies of sex-role adoption, typically measured by behavior ratings, support the view that father absence is not related to sex-role adoption. This aspect of sex-role identity seems to be least closely affected by father absence. Variables that have been shown to mitigate the effect of father absence on children have been identified, including age of child at time of father absence, cause of father absence, presence of siblings or father substitutes, and maternal behavior. (Author/NB)

ED 284 142 CG 020 075

Green, Matt
Intervention Strategies with Adolescents: The Newton Model.
PUB DATE- May 87
NOTE- 17p.; Paper presented at the Annual National Symposium on Building Family Strengths (10th, Lincoln, NE, May 13-15, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Alcohol Education; Alcoholism; Drinking; *Drug Abuse; *Drug Education; Drug Rehabilitation; High Schools; *High School Students; Intervention; Models; Secondary Education
IDENTIFIERS- *Substance Abuse

The problem of adolescent drug/alcohol abuse seems to have once again intensified during the 1980s. When the school is the only constant in an adolescent's life and when those same teenagers bring drugs and alcohol-related problems to school, the school has an obligation to implement change. The first step is identification of the problem. Beyond this, support and training involves understanding the concept that we are all powerless to solve the problem. Intervention follows, meaning program implementation within the school that educates, evaluates, and confronts students and student athletes about their drug/alcohol problem. The Newton (Massachusetts) Youth Drug/Alcohol program involves these components in fighting adolescent drug and alcohol abuse: (1) evaluation of adolescents with behavioral problems related to drug and alcohol abuse; (2) referrals by athletic personnel, guidance personnel, school psychologists, administrators, local police, court system, and the city human service department; (3) counseling/education/support services reintegrating from

residential treatment facilities; (4) group support services for parents; and (5) staff training in the identification of potential problems in adolescence. The program coordinates various groups to provide appropriate services for the adolescent with difficulties. Education about substance abuse is needed to change adolescents' attitudes toward drug and alcohol abuse. (Author/ABL)

ED 284 210 CS 210 494

Poe, Elizabeth Ann
Reader-Responses of Pregnant Adolescents and Teenage Mothers to Young Adult Novels Portraying Protagonists with Problems Similar and Dissimilar to the Readers'.
PUB DATE- 85
NOTE- 43p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adolescent Literature; Alcoholism; Bibliotherapy; Characterization; Early Parenthood; *Identification (Psychology); Literature Appreciation; Motivation Techniques; *Pregnant Students; *Reader Response; *Reader Text Relationship; Reading Attitudes; Reading Interests; Reading Material Selection; Reading Research; Secondary Education; Student Attitudes

Applying reader response theory, a study explored the responses of 19 pregnant adolescents and teenage mothers to two dissimilar young adult novels, one about teenage pregnancy and one about adolescent alcoholism. Quantitative analysis, using a modified version of the Purves-Rippere (1968) system, and qualitative analysis of written answers to open-ended posttest questions and in-depth interviews, revealed that readers were highly involved with both books, and discussions with participants about the books involved similar topics. The nature of responses to the books, however, differed markedly. Readers sympathized with the alcoholic protagonist and appreciated learning about an unfamiliar situation, but were more intensely involved with the pregnant protagonist, empathizing strongly with her. Participants were able to identify more closely with the various aspects of the story, authoritatively evaluate the work's realism, and critically judge the protagonist's decisions. Because of the vague endings of both stories, participants often speculated about the protagonists' final decisions, but a more significant number projected their own decisions about pregnancy onto the pregnant protagonist. Implications for the study included the ideas that reading such adolescent literature can be valuable for convincing reluctant readers that reading can be enjoyable, but that teachers and librarians must be aware of and prepared for the strong emotional responses adolescents may have to literature that mirrors their own experiences. (JC)

ED 284 291 CS 210 742

Huckin, Thomas N.
Surprise Value in Scientific Discourse.
PUB DATE- Mar 87
NOTE- 17p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (38th, Atlanta, GA, March 19-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Content Area Writing; *Discourse Analysis; *Expository Writing; Higher Education; *Intellectual Disciplines; *Layout (Publications); Research Reports; Scholarly Journals; Writing Instruction
IDENTIFIERS- Rhetorical Theory; *Scholarly Writing; *Text Characteristics; Text Organization; Writing Across the Curriculum

An analysis of journal articles from physics and molecular biology carried out with the help of six specialists in those disciplines reveals that scientists read journal articles by searching for the most newsworthy information, a behavior similar to that of newspaper readers. For this reason the scientific journal article is gradually taking on text features that promote surprise value, conventions analogous to those of news reports. Titles have become more informative, section headings and subheadings are more frequent, abstracts (which enable writers to foreground their most important claims) are becoming standard, visual aids are more rhetorically focused and attention-getting, introductions more frequently contain results, and methodology sections are de-emphasized, with background information often published in a separate genre--the review article. To meet the scientific community's imperatives of factuality and personal credibility, such fast-paced surprise-value oriented modifications of the traditional layout are offset by the discussion section. Here the writer restates the results, redescribes the gap in knowledge filled, compares findings with earlier results in a selective literature review, proposes implications for larger issues, and makes acknowledgements. Thus situating his novel findings within the body of knowledge previously accepted, the scientist reasserts his membership in the scientific discourse community. Helping students see such form-function correlations of discourse conventions is one way to "demystify" academic discourse. (JG)

ED 284 318 CS 505 653

Bosley, Phyllis B.
How Speech Communication Training Interfaces with Public Relations Training.
PUB DATE- May 87
NOTE- 17p.; Paper presented at the Annual Meeting of the Eastern Communication Association (78th, Syracuse, NY, May 18-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Course Content; Curriculum Development; *Education Work Relationship; Higher Education; Interdisciplinary Approach; *Public Relations; Public Speaking; *Speech Communication; *Speech Curriculum; *Speech Instruction; Team Teaching; Theory Practice Relationship

Speech communication training is a valuable asset for those entering the public relations (PR) field. This notion is reinforced by the 1987 "Design for Undergraduate Public Relations Education," a guide for implementing speech communication courses within a public relations curriculum, and also in the incorporation of oral communication training within public relations courses taught by representative PR educators. "Design" addresses course content that should be covered in a total public relations program, and recommends an "across-the-discipline" approach in which public relations faculty, in cooperation with speech communication faculty, would teach appropriate oral communication skills within the content of their courses. Students might receive additional training in conflict resolution, decision making, and management theory. Currently there exists a public relations Syllabi Bank which contains course syllabi in, for instance, introduction to public relations, cases/problems, public relations presentations, and public opinion/persuasion. Many of these syllabi already contain traditional speech communication curricula. Hence,

sufficient evidence exists to support the value of this "across-the-discipline" approach to teaching public relations. (Eight references are included.) (JC)

ED 284 002 CE 047 708

Battersby, David
Continuing Education for the Elderly in New Zealand: A Survey of the Opportunities. Working Paper #4.
National Council of Adult Education, Wellington (New Zealand).
PUB DATE- Jul 85
NOTE- 27p.
AVAILABLE FROM- National Council on Adult Education Publications, P.O. Box 12114, Wellington 6038, New Zealand ($2.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Continuing Education; Demography; *Educational Demand; *Educational Opportunities; Foreign Countries; *Lifelong Learning; *Older Adults; *Population Trends; Postsecondary Education; Trend Analysis
IDENTIFIERS- *New Zealand

One in seven New Zealanders is now 60 or older, and by the turn of the century the figure is expected to be one in five. Based on the admittedly incomplete information that is available, the majority of elderly New Zealanders live in their own homes, do not experience excessive financial hardships, and are not physically or mentally disabled. However, it is important to remember that, as is the case of New Zealand's population as a whole, the elderly are not a racially, socially, or ethnically homogeneous group with one set of needs, behaviors, abilities, and aspirations. This report is divided into two sections. The first gives background on demographic trends, both world-wide and in New Zealand, and the second initially focuses attention on educational provisions for older adults in New Zealand. A study of the nature, extent, and demand for educational courses and activities for elderly persons in New Zealand indicated that 132 of the organizations and institutions surveyed were involved in continuing education at the time of the survey. Of these, one in four was providing specific educational programs and activities for elderly persons. Four in five reported that elderly persons participate in and account for between 2 and 10 percent of the enrollments in other courses and activities provided. They show a particular interest in general studies courses, art and craft activities, and physical education programs. Only one in four of the organizations and institutions surveyed reported a demand for specific courses and activities for elderly persons. (MN)

ED 284 016 CE 047 775

Women, Clerical Work, and Office Automation: Issues for Research. Report of a Conference Sponsored by the Women's Bureau in Cooperation with the Panel on Technology and Women's Employment National Research Council (Washington, D.C., October 19, 1984).
National Academy of Sciences - National Research Council, Washington, DC. Panel on Technology and Women's Employment.; Women's Bureau (DOL), Washington, D.C.
PUB DATE- 86
NOTE- 60p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Automation; Clerical Occupations; *Clerical Workers; Conference Proceedings; *Data Processing; Employed Women; Employment; Employment Opportunities; Equal Opportunities (Jobs); *Females; *Futures (of Society); Office Occupations Education; Salary Wage Differentials; Sex Discrimination; Sex Fairness; *Word Processing; Work Environment
IDENTIFIERS- *Office Automation

These proceedings contain presentations (speeches, discussions, papers) from a conference on how office automation is affecting the work lives and employment future of clerical workers. They include a "Welcome to the National Academy of Sciences " (Roslyn Feldberg), "Opening Remarks" (Lenora Cole Alexander), and "Goals and Objectives" (Mary Murphree). Remarks of panelists are then provided from a roundtable on "Defining the Issues": "Employment Prospects" (Carol Jusenius Romero); "Quality of Jobs" (Bonnie M. Johnson); "Pay Equity and Career Opportunity" (Judith Gregory); "Training and Retraining" (Joyce Dudley); "Employment Discrimination in Today's and Tomorrow's Economy" (Thierry Noyelle); "Working Conditions: Health, Safety, and Stress" (Barbara Cohen); and "Women and Home-Based Work" (Kathleen Christensen). Excerpted remarks and quoted comments from a group discussion are followed by "Introduction of Keynote Speaker" (Clinton M. Wright) and the keynote speech, "Office Automation: A Brief History of Thought" (Eleanor Wynn). Suggestions for research are consolidated in the concluding section, Research Recommendations. These include three workshop reports--"Macro-Level Research on Clerical Employment Issues," "Micro-Level Research on Clerical Work," and "Identifying Issues for Experimental Programs"--as well as the research ideas offered by speakers in their remarks. (YLB)

ED 284 086 CG 020 019

Snodgrass, Sara E.; And Others
The Effects of Walking Behavior on Mood.
PUB DATE- Aug 86
NOTE- 11p.; Paper presented at the Annual Convention of the American Psychological Association (94th, Washington, DC, August 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Affective Measures; College Students; *Depression (Psychology); Higher Education; Locus of Control; Personality Traits; Problem Solving; *Psychological Patterns
IDENTIFIERS- *Moods; *Walking
Past research has shown that the way one walks reflects one's personality traits and mood states. A study was conducted to examine whether the way one walks can reciprocally affect one's mood. The study tested the hypothesis that walking vigorously would cause a person to feel happier, and that a shuffling walk would cause a person to feel more depressed. Under the pretext of a study of the effect of physical activity on heart rate, college student subjects (N=79) were instructed to walk for 3 minutes either naturally taking long strides, swinging their arms, and holding their head up or taking short strides, shuffling their feet, and watching their feet. Before walking, subjects completed a short mood questionnaire excerpted from the Profile of Mood Status (POMS). Following their walk, subjects completed a longer POMS questionnaire. Subjects also solved anagrams, rated their own performance, and completed Rotter's Locus of Control Scale. The results revealed that long-striders rated significantly higher on vigor and lower on depression and fatigue than did other groups while short-striders rated lowest on vigor and highest on depression and fatigue. Results from a second-study involving 68 subjects support the hypothesis that the way one walks affects one's mood, although it had no effect on task performance as measured by anagram problem solving. (Author/NB)

ED 284 100 CG 020 033

Zinger, David J.
Pre-Retirement Peer Counselling Training Manual.
PUB DATE- 86
NOTE- 34p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Counselor Training; Foreign Countries; Helping Relationship; *Learning Activities; *Peer Counseling; Problem Solving; Self Concept; *Skill Development; *Training Methods
IDENTIFIERS- Canada
This manual was developed to facilitate the initial training of a group of pre-retirement peer counselors and to introduce them to the basics of helping for clients facing pre-retirement issues. An introduction explains the use of the manual and urges users to complete suggested exercises when reading the manual. The next section lists learning goals and activities. The goals are followed by brief definitions of peer counseling and helping. The section entitled "Being" helps the user examine who he/she is and how this plays an important role in helping. Areas discussed include self-concept and self-esteem, assumptions, and reframing. The next section, "Doing", examines the skills necessary for effective counselling. Topics covered include: (1) active attending (listening skills, observation); (2) content and feelings; (3) core conditions; (4) problem solving; (5) assisting clients to action; (6) referrals and limitations; and (7) closing and termination. Solutions to exercises in the sections on reframing, content and feelings, and problem solving are appended. The manual concludes with a reading list for further study. (NB)

ED 284 156 CG 020 089

Edwards, Marianne
The Co-op Club: Utilization of Students in Program Development.
PUB DATE- Mar 87
NOTE- 8p.; Paper presented at the Annual Meeting of the American College Personnel Association/National Association of Student Personnel Administrators (Chicago, IL, March 15-18, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cooperative Education; Higher Education; *Participative Decision Making; *Student Organizations; *Student Participation;

*Undergraduate Students
Basic to good programming is input from and support of the individuals for whom the program is developed. This essential philosophy is termed "participatory management" in business environments and provides a framework in a university setting for establishing a program involving considerable money, staff commitment and effort, institutional backing, and business and industry support. Such student involvment and support is being fostered in the Cooperative Education program in the University of Georgia's Cooperative Education program. Cooperative education is a structured educational plan alternating periods of work with periods of academic study to help students identify career goals, relate them to their academic achievements, and develop skills systematically in both areas. The cooperative Education staff has worked to support and encourage a student initiated and maintained network called The Co-op Club. The Co-op Club's input in program planning and development is providing necessary administrative, creative, and evaluative input to broaden and strengthen the Cooperative Education program campus and community wide, all of which indicates that the effort involved to initiate and support this type of organization is worthwhile. (Author/ABL)

ED 284 224 CS 210 586

Battle, Mary Vroman
Professional Evaluators' Insights Applied to Assisting Freshman English Programs.
PUB DATE- Mar 85
NOTE- 17p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (36th, Minneapolis, MN, March 21-23, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College English; Course Evaluation; Curriculum

Evaluation; *Educational Assessment; *Evaluation Criteria; *Evaluation Methods; *Evaluators; *Freshman Composition; Higher Education; Performance Factors; Program Effectiveness; *Program Evaluation; Program Improvement; Standards

Evaluation of freshman English programs is a process involving recursive steps, such as planning which elements to review, securing resources to carry out the review, actually reviewing the planned elements, and providing written reports to decision-makers. The four elements of an educational program--contexts, input, process, and product--cohere tightly, and all important elements in an educational program may have to be improved for significant change to occur. A professional evaluator of English programs plans the intensity of the review and is involved in deciding how to respond to the political-practical circumstances impinging on the review. An evaluator also needs substantial financial resources, a year or more of time, help from a committee, consultations with other professionals, secretarial services, and research and editorial assistance. Although not everyone agrees on the goals of an English program, an evaluator will describe the goals or contexts as they appear on the basis of documents, interviews, and observations. It is crucial that evaluators review human and non-human resources in most English programs. A comparison of a program's courses and sections with those of typical programs can be made, and if discrepancies exist, a formal report should suggest alternative procedures. Expert information on the evaluation elements of teaching-learning and achievements is readily available. Professional evaluators' insights can help make the process of evaluation fair, efficient, and thorough. (References are appended.) (NKA)

ED 284 251 CS 210 679

Bishop, Robert L.
What Public Relations Students Expect--And the Jobs They Covet.
PUB DATE- Aug 87
NOTE- 15p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (70th, San Antonio, TX, August 1-4, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Choice; *College Students; Higher Education; Job Satisfaction; Media Research; Occupational Information; *Prestige; *Public Relations; *Student Attitudes; Work Environment

When a survey of public relations practitioners showed no statistically significant correlations between prestige and 15 areas of public relations specialization, a small scale study examined the career expectations and goals of public relations students. Thirty university juniors and seniors majoring in public relations completed a questionnaire concerning their perceptions of practitioners' salaries, longevity, education, and prestige, and the subjects' preferred area of specialization. Results showed student estimates of practitioners' salaries to be rather modest, although estimates of their own salaries in 10 years were more or less realistic. Highest estimates of prestige went to the corporate field. Results suggest that students and practitioners share a general perception of which fields of public relations are the most prestigious. Perceptions of salary and interest in a field as a career choice were the most important elements in perceived prestige, although individual responses varied widely. (Tables of data from both the practitioner and the student surveys are included, along with seven footnotes.) (HTH)

ED 284 304 CS 505 613

West, Richard L.; Gentile, John S.
"The End Could Be Just the Beginning": The Study of Relationship Termination through the Performance of Literature.
PUB DATE- 86
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Characterization; Communication Research; Higher Education; Interdisciplinary Approach; *Interpersonal Communication; Interpersonal Relationship; Literature; *Oral Interpretation; Secondary Education; Speech Communication; Teaching Methods
IDENTIFIERS- Oral Literature; Oral Presentations; *Relationship Termination
Noting that breaking off romantic relationships can be traumatic even when the end is welcome, this paper describes the strategies and stages of relationship termination and suggests ways for instructors of oral interpretation and/or interpersonal communication classes to illustrate such relational decay. The first section deals with relationship termination strategies, identifying M. J. Cody's five general strategies: behavioral de-escalation, identity management, justification, de-escalation, and positive tone. Examples of statements made by persons using each termination strategy are included, but not examples of specific situations. The second part of the paper looks at M. L. Knapp's five stages of relationship decay: differentiation, circumscription, stagnation, avoidance, and termination. The paper notes that stages are said to be useful, but as with the strategy list, a lack of specific examples reveals a need for something more. In the third section, oral interpretation of literature is suggested as a means for providing students with concrete examples of the relationship termination strategies and stages. Passages suggested come from novels, poems, and plays such as: "The Picture of Dorian Gray" (Wilde); "Jude the Obscure" (Hardy); "Candida" (Shaw); "Who's Afraid of Virginia Woolf?" (Albee); "The Lion in Winter" (Goldman) and "Brideshead Revisited" (Waugh). The paper indicates stages and strategies exemplified in each passage, and suggests that performing these scenes in communication classrooms will facilitate lively discussion and encourage the examination of the complexities of real life relationships experiencing termination. (SKC)

ED 284 030 CE 047 848

Smallwood, David M.; And Others

Food Spending in American Households, 1982-84. Statistical Bulletin Number 753.
Economic Research Service (DOA), Washington, D.C.
PUB DATE- Jul 87
NOTE- 207p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Agricultural Education; Blacks; Children; *Cost Indexes; Demography; *Expenditures; Family Size; Family Status; *Food; Middle Aged Adults; Older Adults; Statistics; Unit Costs; Whites; Young Adults
IDENTIFIERS- Food Consumption; Food Preferences
This report presents information on weekly food expenditures per person and the percentage of households that purchased specific food items during a week. The report reveals that average weekly total food expenditures rose from $21.55 per person in 1982 to $22.55 in 1984. Weekly spending per person for food consumed at home increased from $14.08 to $14.52 and from $7.48 to $8.03 for food consumed away from home. Tabulations are presented for 133 food categories by 10 household socioeconomic characteristics for calendar years 1982, 1983, and 1984. The data are from the 1982-84 Continuing Consumer Expenditure Survey prepared by the Bureau of Labor Statistics, U.S. Department of Labor. A total of 63 tables are included. (Author/KC)

ED 284 044 CE 047 870

Torbert, James Brison
A Study of the Physiological Factors Affecting the Nature of the Adult Learner in the Phoenix Air National Guard.
PUB DATE- May 87
NOTE- 40p.; Practicum paper, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Ability; Adult Education; *Adult Learning; *Aging (Individuals); *Classroom Design; *Classroom Environment; Educational Environment; *Educational Facilities; Educational Research; Military Personnel; Military Training
IDENTIFIERS- Air National Guard; Arizona (Phoenix)
An investigation reviewed current literature in the field of physiological factors affecting the adult learning environment. These findings were compared to the academic learning environment at the Phoenix Air National Guard. The end product was a set of recommendations for management to implement in order to improve the learning climate for the Phoenix Air National Guard members. It was found that the effects of aging (loss of vision, reduction in hearing discrimination, and slower reaction times) influence the learning ability of Air Guard members. The classroom survey showed that several rooms need additional insulation, more lighting, and better air conditioning. Recommendations centered around annual physical examinations for all employees over the age of 40, the need for the initiation of repair orders for physical plant corrections, and the need for management in general to analyze carefully the physiological factors affecting learning and to incorporate changes that would improve the opportunities for learning by all Air Guard employees. (YLB)

ED 284 059 CE 047 896

Workers over 50: Old Myths, New Realities.
American Association of Retired Persons, Washington, D.C.
PUB DATE- 86
NOTE- 26p.; For related documents, see CE 047 895-897.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Business Cycles; *Economic Climate; *Employer Attitudes; *Employment Patterns; *Employment Practices; Labor Force; *Middle Aged Adults; Occupational Surveys; *Older Adults; Public Policy

A study examined the perceptions, policies, and practices vis-a-vis older workers in American business today. The study population consisted of executives with senior responsibility for making human resource decisions at 400 companies. The companies were selected randomly, with 100 each belonging to one of four size groupings ranging from 50 to more than 1,000 employees. Older workers were generally perceived positively. They were particularly valued for their experience, knowledge, and work habits and attitudes. In most companies, the salary and health insurance costs of older workers were not seen as being higher than those of younger employees. There were some negative perceptions of older workers, however. These centered around issues of their flexibility, adaptability to technology, and aggressive spirit. Few if any signs of overt or systematic discrimination against older workers were found. Comparisons between programs deemed potentially effective and those actually implemented suggest that companies could be doing more to promote the full utilization of older workers, particularly in the areas of management commitment, employment/retirement policies, and training. It appeared that older workers do have a significant role in advancing their own cause within companies. Company size was much more significant than region or industry in terms of company attitudes and practices toward older workers. (MN)

ED 284 170 CS 008 843

Lyons, Carol A.
Reading Recovery: An Effective Intervention Program for Learning Disabled First Graders.
PUB DATE- Apr 87
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Reading; Intervention; *Learning Disabilities; Oral Reading; Primary Education; Program Effectiveness; Reading Comprehension; *Reading Difficulties; *Reading Improvement; Reading Instruction; *Reading Programs; Reading Research; *Reading Skills; Reading Tests; Teaching Methods
IDENTIFIERS- *Ohio Reading Recovery Program
A three-part study examining the efficacy of a reading recovery program for learning disabled first grade students is described in this paper. An introduction outlines the Ohio Reading Recovery project and explains the purpose of the study. Part I describes the first phase of the study, in which 110 poor readers, including 35 learning disabled first grade students, were placed in the program's daily half hour reading sessions. Results indicated that of the 35 disabled students, 33 completed the program, and 27 needed no further reading instruction. The second part of the paper describes the comparison of the oral-text reading records for seven months of six learning disabled children who had been discontinued from the program and six children who were not learning disabled. A procedure section notes that the childrens' oral reading behavior was coded for meaning, structure, and/or visual cue errors and self-corrections, while the results section states that learning disabled children relied too heavily on visual cues. A final section looks at a learning disabled child who accelerated rapidly through the program after he was taught to use a multiple cuing system rather than attending to visual cues alone. The summary comments on the need for further study of reading programs for learning disabled students in comparison with this project. (Five tables and eight references are included.) (JC)

ED 284 183 CS 008 874

Blanchard, Harry E.
The Effects of Pronoun Processing on Information Utilization during Fixations in Reading. Technical Report No. 405.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jan 87
NOTE- 17p.; Part of a doctoral dissertation, University of Illinois, 1985.
CONTRACT- 400-81-0030
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Eye Movements; Higher Education; *Pronouns; Psycholinguistics; Psychological Studies; *Reading Processes; Reading Research; Relationship
IDENTIFIERS- *Referents (Linguistics)
A study tested the hypothesis that the time it takes for information to be analyzed by the reader is sometimes delayed because concurrent comprehension processes are still occupied with analyzing previous information (the variable utilization time hypothesis). During fixations (when the eye rests during reading), visual information, at some point, is passed on to higher-level mental processors, such that the reader's comprehension of the text is furthered by the information. This is referred to as the time of utilization. Previous research showed that the time of utilization varies, occurring sometimes early, sometimes late, in the fixation. The method of determining the time of utilization used in previous experiments was combined with a manipulation of comprehension difficulty. The comprehension manipulation involved varying the distance between a pronoun and its referent, which has been shown to cause delayed processing effects. Subjects were college students or graduates with normal uncorrected vision, who read the text using a machine that recorded their eye movements during reading. The desired effects were not obtained in this experiment; thus the variable utilization time hypothesis could not be properly tested. Perhaps properties of the pronouns "he" and "she" made them easy to process regardless of distance from their referents, or discourse properties of the text involving focus change could have skewed the results. (Author/SKC)

ED 284 197 CS 008 897

Greif, Ivo P.
Another Study of the Pronunciation of Words Ending in a Vowel-Consonant-Final E Pattern and Similar Patterns.
PUB DATE- 80
NOTE- 12p.
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Consonants; Decoding (Reading); Early Reading; Elementary Education; *Phoneme Grapheme Correspondence; *Phonics; *Reading Instruction; Reading Research; Teaching Methods; Vowels

In response to criticism of a previous study, this paper reports a revision of a proposed phonics rule "when there are two vowels, one of which is a final e, the first vowel is long and the final e is silent" (cradle), which is called the VCE (Vowel Consonant E) rule. Following an introductory section, the paper examines previous research, citing studies that tested the utility of the VCE rule, most of which claimed the rule worked over 50% of the time. The third section deals with a new study, which analyzed words in the "New Grolier International Dictionary of the English Language" for applicability of the VCE rule. This section notes that the words in the study were divided into 12 categories according to many structural and orthographic variations, and that the study's results indicated that words children could most successfully apply the VCE rule to were (1) one syllable, two vowel words with VCE ending pattern (74% utility); (2) one syllable words ending with VCE, VCCE, VCCCE or VcdE (59%); (3) two vowel, one and two syllable words ending in VCE, VCCCE, and VcdE (vowel consonant digraph) (43%); and (4) all multisyllable words with the VCE ending pattern only (54%). The analysis section points out that dividing words into so many combinations of possibilities reveals only the first group has a utility ratio near 75% the accepted cut-off. The conclusion of the paper recommends that the VCE rule no longer be taught in reading classes. (SKC)

ED 284 238 CS 210 648

Cottler, Risa
The Correlation between Readability and Circulation in Regard to the Twenty-Six Daily Newspapers of New Jersey.
PUB DATE- Aug 87
NOTE- 40p.; Paper presented at the Annual Meeting for Education in Journalism and Mass Communication (70th, San Antonio, TX, August 1-4, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Media Research; Newspapers; News Reporting; News Writing; *Readability; Readability Formulas; *Reading Comprehension; *Reading Habits; Reading Material Selection; Reading Research
IDENTIFIERS- New Jersey; *Newspaper Circulation; *News Stories; Wire Services
A study examined 20 New Jersey daily newspapers to assess the impact of readability on circulation. It was hypothesized that the circulation of a newspaper would be inversely related to the readability level of its contents; that is to say, as reading material becomes harder to read, fewer people will read it. News pieces (divided into hard news, soft news, and local news) for a single random date in 1986 were selected and studied. Wire service news, which is written on a single level and which acted as a control, was eliminated. The Flesch readability formula was applied to 12 articles from each newspaper, 4 from each category, and, to assess the consistency of the Flesch formula, a second readability formula, the Fry Method, was also applied. The hypothesis was not supported. Results indicated no significant relationship between readability level and circulation level. Findings showed that, in general, people do not choose to read a newspaper based on the level of difficulty on which it is written. (Tables of data are included, and appendixes of newspaper circulation data and the Fry Readability Method data are attached, as well as a list of references.) (NKA)

ED 284 264 CS 210 709

Mazzio, Frank
Spelling. English Language Arts Concept Paper Number 3.
Oregon State Dept. of Education, Salem.

PUB DATE- May 87
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Cognitive Processes; Educational Research; Elementary Secondary Education; Instructional Effectiveness; Language Acquisition; Learning Strategies; *Skill Development; *Spelling Instruction; *Teaching Methods; *Theory Practice Relationship
IDENTIFIERS- Invented Spelling

Noting research suggesting that something more than rote memorization is involved in the process of spelling, this paper describes effective instructional strategies to help students improve their spelling abilities. Following an introduction on the memorization/cognition camps in spelling research, the paper discusses current, but less effective, classroom practices, such as studying lists of "demon" words, writing words several times, using inappropriate word lists, studying homonyms, and sentence dictation. The paper then examines research based practices, including invented spelling, and discusses four goals that focus on the purposes of learning strategies to improve spelling. Next, the paper presents eight effective instructional strategies: (1) using self-corrected tests and a study strategy, (2) using word lists, (3) relating spelling instruction to writing activities, (4) keeping formal spelling lessons to optimum length, (5) using typewriters and the "Imagetics" machine, (6) using games for spelling instruction, (7) using computers for spelling improvement, and (8) using standardized test formats. The paper concludes by noting that effective strategies for elementary schools students also work at the secondary level and provides a summary of major implications of spelling research. An annotated bibliography of works on the study and teaching of spelling is included. (HTH)

ED 284 278 CS 210 725

McCarthy, Lucille Parkinson
A Stranger in Strange Lands: An Ethnographic Study of a College Student Writing in Two Academic Contexts.
PUB DATE- 85
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Classroom Communication; Communication (Thought Transfer); *Content Area Writing; Ethnography; Higher Education; Literary Criticism; Reading Writing Relationship; *Teacher Student Relationship; Technical Writing; Theory Practice Relationship; Writing Difficulties; *Writing Evaluation; Writing Processes; Writing Research; *Writing Skills
IDENTIFIERS- Audience Awareness
To discover how one student learned to produce writing in different academic contexts, a study documented a Loyola College (Maryland) student's experiences with writing for a poetry class and a biology class during his sophomore year. The subject was interviewed several times, observed, and his voice taped during "writing aloud" sessions as he composed papers, and his papers were analyzed upon return. Results suggested that, because the subject received considerably higher grades in the biology course, he had perceived the requirements and concerns in that course the same way that his instructor had, entering into a successful "written conversation" between instructor and student. His poorer performance in the poetry course appeared partly due to his inability to "figure out" the language of poetry explication. Results also suggested that the subject's success in writing for the biology course depended upon his perceiving the writing as meaningful. The results suggest that, because writing is dependent upon the social context in which it is created, teachers might be wise to understand this and train students to look for contextual cues as to the type of writing they will need to produce, such as (1) a teacher's implicit or explicit instructions about class writing, (2) written texts and models of various sorts, (3) information from other students, (4) a teacher's written and spoken responses to writing attempts, and (5) prior experience. (References and a data collection table included.) (JC)

ED 283 946 CE 047 484

Misanchuk, Earl R.
Desktop Publishing: Probable Effects on University Extension.
PUB DATE- Jun 87
NOTE- 34p.; Paper presented at the Conference of the Canadian Association for University Continuing Education (St. John's, Newfoundland, June 16-18, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - General (140)
DESCRIPTORS- *Extension Education; Foreign Countries; Higher Education; Influences; *Layout (Publications); *Microcomputers; *Publications
IDENTIFIERS- *Desktop Publishing
Desktop publishing (DTP) could potentially become a powerful, relatively inexpensive tool for use in university extension activities. This paper describes and explains the characteristics of DTP and examines its effects on university extension. In addition, it outlines the kind of hardware, software, and skills needed and costs; describes new activities and products related to DTP; and examines extension functions likely to be impinged upon by DTP. Because DTP does not require users to embed complicated commands in text to produce certain printing effects, it can be used by individuals who do not have extensive training in word processing or computing. Not all of the effects of DTP are positive, however. DTP brings with it the potential for good-looking, but poor-quality or unnecessary publications. Although visually attractive, justified text can actually impair the legibility of many instructional materials and thereby reduce their effectiveness. On the other hand, the capability of mixing graphics and text easily is likely to be a boon to educators. Word processing, advertising, the publication of bulletins and newsletters, the development and production of distance education print materials, and the printing of signs are among the many university extension functions that will likely be made easier by DTP. Besides empowering university extension, DTP will also challenge administrators and graphic artists to develop and maintain a consistent organizational visual image for their university extension programs. (Appendixes include sample DTP materials and lists and descriptions of additional readings on DTP, DTP software, and typical hardware required for DTP.) (MN)

ED 283 960 CE 047 618

Getting Your Foot in the Door. III. Skills for Job-Getting.
New York City Board of Education, Brooklyn, NY. Office of Occupational and Career Education.
PUB DATE- 82
NOTE- 108p.; For related documents, see CE 047 615-619.
AVAILABLE FROM- Office of Occupational and Career Education, New York City Board of Education, 131 Livingston Street, Brooklyn, NY 11201 ($4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Career Education; *Employment Interviews; *Employment Potential; *Job Application; *Job Search Methods; *Job Skills; Learning Activities; Secondary Education

This workbook is the third in a series of four student workbooks designed to prepare youth with the employability skills needed for the world of work. The four student workbooks contain all phases of employability skills in seven individual packages. This workbook on skills for job getting includes one learning package, which is divided into three sections--the job search, job application forms and job kit, and the interview. The writing, speech, and drama exercises are to be worked on privately, in class, or with friends and family. For many of the exercises, there are no right or wrong answers, only different ways of answering the same question. An added feature of the workbook is the key vocabulary words extracted from the text and repeated at the bottom of many of the pages. A bibliography is appended. (YLB)

ED 283 973 CE 047 640

Case, Christine L.
Employer Follow-Up. Responses of Employers of Former Telecommunications Technology Students.
Skyline Coll., San Bruno, Calif.
PUB DATE- 86
NOTE- 19p.; For the student follow-up report, see CE 047 639.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Graduates; Electronic Equipment; *Employer Attitudes; *Outcomes of Education; *Program Attitudes; Program Improvement; Technical Education; *Telecommunications; Two Year Colleges; Vocational Followup
IDENTIFIERS- *Skyline College CA
The research described in this report was conducted to (1) ascertain employers' perceptions of how well the telecommunications technology program at Skyline College (California) meets their needs; (2) determine what advanced-skills training would benefit students; and (3) provide a model for an employer follow-up study. Employers' names were obtained from 19 former students, and these employers were sent questionnaires directed to the supervisors of former students. Twelve responses were received. The results of the survey showed that the majority of employers found former students to be exceptionally able or well able for the job held. Nine employers rated the former students/employees as above average and one was rated superior. The employers noted that attitude was important in determining who was hired. As a result of the study, recommendations were made for further employer follow-up. (KC)

ED 283 988 CE 047 656

Turnbaugh, Anne
School-Business Partnerships. Resource Bulletin Number 2, Spring 1987.
National Center on Effective Secondary Schools, Madison, WI.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 87
NOTE- 5p.
GRANT- G008690007
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Annotated Bibliographies; *Cooperative Planning; *Cooperative Programs; Models; *Program Development; *School Business Relationship; Secondary Education; Special Programs; Staff Development
IDENTIFIERS- Adopt a School; *Partnerships
This resource bulletin consists of a discussion of the benefits to be gained from starting a school-business partnership and an annotated bibliography of resources dealing with different aspects of school-business partnerships. Included in the bibliography are four overviews of school-business partnerships, four guides to starting a partnership, two works devoted to the adopt-a-school model, two studies of partnerships for special populations, and a description of a partnership for staff development. Addresses of five organizations to contact for more information on partnerships and bibliographic citations of two introductory references dealing with partnerships are also provided. (MN)

ED 284 072 CE 047 911

Workplace Education.
Massachusetts State Executive Office of Economic Affairs, Boston.
PUB DATE- 87
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Programs; *Cooperative Programs; *Corporate Education; Educational Needs; Employer Employee Relationship; *Functional Literacy; *Labor Education; Labor Force Development; *Literacy Education; Models; Program Development; State Legislation; State Programs; Unions
IDENTIFIERS- Massachusetts

The Workplace Education Initiative was created in Massachusetts to provide workers with the opportunity to develop basic literacy skills, to increase employer and union awareness of the extent of functional illiteracy among workers as well as its cost, to develop a number of partnership models that link the acquisition of basic education skills with increased opportunities for workers, and to promote strong ties among the education, training, and employment sectors at local and state levels. The initiative was developed in response to a growing recognition of the extent and impact of functional illiteracy in an increasingly complex workplace. With many plant closings, workers may be required to change jobs five or more times in a work life. In order to adapt to such frequent changes, workers need transferable skills. These skills are also needed in order for entry-level workers to advance. Lack of such skills results in lost productivity, poor product quality, and more accidents. Three partnership models were proposed to work toward solution of the illiteracy problem: (1) partnership models between a local business and local adult learning center or volunteer program to develop educational programs specific to the needs of the work force of that business; (2) partnership models between one or more local businesses, their unions, and a local adult learning center to develop jointly sponsored educational programs specific to the needs of that work force; and (3) partnership models between a local union that represents workers from a number of different businesses and a local adult learning center to develop educational programs specific to the needs of that work force. (Six programs were funded in 1986 and are summarized briefly in this paper.) (KC)

ED 284 115 CG 020 048

Epstein, Howard V.; Perryman, William J.
An Employee Assistance Curriculum: The Ultimate Collaborative Function.
PUB DATE- Jun 86
NOTE- 38p.; Paper presented at the Annual Meeting of the National Association of Social Workers (Boston, MA, May 1985) and the International Institute on the Prevention and Treatment of Alcoholism (Budapest, Hungary, June, 1986).
AVAILABLE FROM- Mr. Howard V. Epstein, Georgia State University, Department of Social Work, Atlanta, GA 30303-3091.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Curriculum; *Cooperative Programs; *Employee Assistance Programs; Experiential Learning; *Graduate Students; Higher Education; *Practicums; *School Business Relationship; Social Work; *Social Workers

Employees who abuse alcohol and drugs experience lost efficiency, absenteeism, poor decision making, and accidents. The economic losses to employers resulting from such abuse and the belief that employers should help employees with personal problems have stimulated corporations and unions to develop employee assistance programs (EAPs). These programs have created a need for professionals who understand alcoholism and substance abuse, and who are skilled in the dynamics of problem identification, problem solving, and therapeutic interventions. Although the involvement of social work in industry has been minimal, social work educators should prepare practitioners for leadership in EAPs. One way to do this is through cooperative programs between industry and academia. The "Cooperative Plan," modeled after the co-op program at the Georgia Institute of Technology, is one such program. This plan combines the traditional on-campus academic course work with on-the-job training through employment underwritten with a stipend-grant by industry. The 2-year graduate cooperative program in social work could hold many benefits both for business and industry and for the students enrolled in the program. (Cooperative Plan schedules, an Employer's Evaluation of Cooperative Student form, a co-op work record, and EAP coordinator comments are appended; references are included.) (NB)

ED 284 129 CG 020 062

White, Scott Allyn
Outcome Research on Short-Term Psychodynamic Psychotherapy: A Preliminary Review.
PUB DATE- May 87
NOTE- 60p.; Research paper for Doctor of Psychology degree, Biola University, California.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTORS- Client Characteristics (Human Services); Comparative Analysis; Control Groups; *Counseling Effectiveness; *Counseling Techniques; Naturalistic Observation; *Outcomes of Treatment; *Psychological Services; *Psychotherapy
IDENTIFIERS- *Short Term Psychodynamic Psychotherapy
This paper reviews the empirical research on short-term psychodynamic psychotherapy (STDP). It begins with a brief history of STDP, identifying current developers and researchers of STDP and listing commonalities among various short-term dynamic psychotherapies. In this review, research is grouped broadly into two categories: controlled comparative studies and uncontrolled naturalistic or correlational studies. The controlled studies are further divided into studies which compare STDP with no-treatment groups and studies which compare STDP with other treatments, notably with other forms of psychotherapy. A review of these studies concludes the STDP is superior to no treatment and is generally as effective as other psychotherapies. Findings from the naturalistic and correlational studies are categorized according to the percentage of patients that were helped, the patient characteristics which correlate with positive or negative outcomes (severity of psychopathology, separation and loss issues, motivation level, interpersonal relations, object relations, response to evaluation, ego strength and dystonia of symptoms), and the potential for negative effects with STDP. Several important conclusions are drawn from naturalistic and correlational studies. The paper concludes that STDP may be appropriate for a broader range of psychopathology than many current developers of STDP have suggested, and recommends completion of further controlled studies employing specific techniques of current developers and using therapists who are experienced with STDP. (Author/NB)

ED 284 143 CG 020 076

Steadman, Henry J.; And Others
Developing Jail Mental Health Services: Practice and Principles.
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, MD.
REPORT NO.- DHHS-ADM-86-1458
PUB DATE- 86
NOTE- 156p.
GRANT- R01-MH35241
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Conflict; *Correctional Institutions; *Correctional Rehabilitation; Delivery Systems; Institutional Cooperation; Institutional Personnel; *Mental Health Programs; *Prisoners; *Program Development; Program Effectiveness; *Theory Practice Relationship

This document presents findings from a study conducted to examine the relationships between jails which were represented at the 1978 Special National Workshop on Mental Health Services in Local Jails and the various components of their local mental health systems. Chapter I explains the origins and scope of the study, describes the sample of 33 jails located in 26 states and methods of data collection, and provides an overview of monograph goals. Chapter II presents a distillation and review of current standards for jail mental health services as promulgated by different professional associations. Chapter III describes mental health services that were available in study sites at the time of initial field work. Four distinctive approaches to service delivery are identified and capsule profiles of each type are included. Chapter IV analyzes responses to survey questions dealing with the perceived effectiveness of various organizational arrangements for providing inmate mental health services on study sites. Chapter V focuses on the frequency and scope of staff conflict among mental health and correctional personnel in study sites. Chapter VI addresses subsequent developments and changes made at study sites in the 12 to 18 months following initial site visits. Chapter VII presents a summary and conclusions concerning study findings and their implications for mental health program planning for local jails. Lists of references, cases cited, and participating sites are included. (NB)

ED 284 211 CS 210 496

Zitlow, Connie Swartz
A Search for Images: Inquiry with Preservice English Teachers.
PUB DATE- 86
NOTE- 64p.; Some tables contain small print.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Case Studies; Educational Research; *Education Majors; *English Instruction; *English Teacher Education; Graduate Students; Higher Education; *Preservice Teacher Education; Secondary Education; Self Concept; Student Attitudes; Teacher Education Curriculum; Teacher Motivation; *Teacher Role; Teacher Student Relationship; Teaching (Occupation); *Teaching Conditions; Teaching Methods; Undergraduate Students
IDENTIFIERS- *English Teachers
Noting that teaching methods are ineffectual unless teacher education students are aware of their preconceptions and internalizations, a study explored the conceptual frameworks of preservice English teachers. The study addressed the following questions: (1) Can preservice teachers objectively discuss their notions of school life, and are they aware of the values and beliefs they will take into the classroom? (2) Do they plan for coping with perceived obstacles or problematic existing practices? (3) Are there predominant metaphors in their thinking? (4) Are there conflicting images concerning the learner, the subject matter of English, or future teaching roles? and (5) What implications can be drawn by probing the images, concerns, and goals of preservice teachers? Subjects, 8 graduate and 12 undergraduate English education majors at a large research university, submitted to an in-depth interview and completed a questionnaire. Results indicated that preservice teachers were well aware of the differences between English as it was taught in their own high schools and ideas about its teaching as presented in university education courses. Findings also showed that any attempt to classify their beliefs about teaching as a traditional conception of the curriculum, or as only

growth-oriented, or predominantly concerned with skills competency were unsuccessful, since all respondents considered these three approaches as not mutually exclusive in practice. (Figures and tables of data are included, and references and questionnaire samples are appended.) (NKA)

ED 284 252 CS 210 689

Haas, Christina
What Research with Computers Can Tell Us about the Uses of Reading in Writing.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- Mar 87
NOTE- 28p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (38th, Atlanta, GA, March 19-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Authoring Aids (Programing); *Computer Assisted Instruction; Freshman Composition; Higher Education; *Revision (Written Composition); Theory Practice Relationship; Word Processing; *Writing Evaluation; *Writing Instruction; *Writing Processes; Writing Research
IDENTIFIERS- *Computer Printouts; *Video Display Terminals
Writers who compose on computers have often complained of the difficulty they have in evaluating and correcting their work on the screen, particularly if the changes necessary are large, structural ones. A study of six freshman composition students and five writers experienced with computer writing examined how each used hard copy printouts of their compositions to supplement their evaluation of their work. Over a four-month period, the writers kept logs of their writing, noting when they made hard copy printouts, why, and what troubles they experienced with evaluating their compositions. Results initially suggested that the subjects used printouts (1) to check formatting (2) to proofread (3) to read the text to reorganize it, and (4) to read the text critically. Further study suggested that paper copy printouts were used differently when the tasks were either familiar or "knowledge forming," or long or short. Final results suggested that short, familiar tasks were easier to evaluate on the screen than long, knowledge forming ones. The findings of the study suggest that computer researchers may wish to work with software developers to alleviate difficulties with reading on computer screens, and that composition teachers working with students may wish to point out the dangers of relying completely on evaluating on-line and the benefits of hard copy evaluation. (JC)

ED 284 292 CS 210 744

Kaufmann, Felice A., Ed.
Ideas Plus: A Collection of Practical Teaching Ideas. Book Five.
National Council of Teachers of English, Urbana, Ill.
REPORT NO.- ISBN-0-8141-2251-5
PUB DATE- 87
NOTE- 64p.; For Books One, Two, Three, and Four, see ED 239 301, ED 251 860, ED 263 561, and ED 272 889, respectively.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - General (020)
DESCRIPTORS- Creative Writing; Educational Games; *English Instruction; High Schools; Language Arts; Language Skills; *Language Usage; *Learning Activities; Listening Skills; *Literature Appreciation; Novels; Poetry; Prewriting; Speech Skills; Student Motivation; *Teaching Methods; Writing Exercises; Writing Improvement; *Writing Instruction; Writing Processes

Contributed by high school English teachers across the United States, the activities contained in this booklet are intended to promote the effective teaching of English and the language arts. Teaching strategies offered in the first section of the booklet are designed to stimulate language exploration with such activities as examining the subjectivity of magazine news reports, inventing new words and definitions, preparing and presenting consumer reports, and compiling books of family lore and local history. Activities in the second section are designed to stimulate an appreciation and understanding of classical and contemporary literature, and to suggest techniques for introducing literary works to students. Specific activities in this section can be used to help students understand the importance of the oral history of Beowulf, predict what might happen next in a novel, analyze an author's style, compose letters based on Pope's "The Rape of the Lock," write an additional episode for H. G. Wells's time traveler, and develop conversations about a novel read out of class. Activities in the third section, intended to help students improve the conception and clarity of their prose through prewriting and writing, include writing an operating manual for a household device, analyzing the interactions of writing response groups, practicing descriptive techniques using thesauri, journals and personal scrapbooks, and writing the most trite, cliched story possible. (JG)

ED 284 319 CS 505 656

Benjamin, Barbaranne J.
Temporal Alteration Strategies in Older Speakers.
PUB DATE- Nov 87
NOTE- 14p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Aging (Individuals); *Communication Problems; Communication Research; Comparative Analysis; *Interpersonal Communication; *Older Adults; *Speech Communication; *Speech Skills
IDENTIFIERS- Speech Functions; *Speech Rate; Speech Research
Given that elderly adults depend more heavily on their ability to communicate as independent activity becomes more restricted, their ability to alter the supersegmental component of the message becomes crucial. A study investigated the ability of older speakers to alter their speaking rate and to determine the strategies used to accomplish rate variations. Subjects, twenty males and females between the ages of 69 and 82 years and twenty males and females between the ages of 23 and 32 years, were asked to repeat a nursery rhyme nine times: three times at a normal speech rate, three times at an autophonic rate judged by the speaker to be twice as fast as normal, and three times at a slow rate judged by the speaker to be one-half as fast as normal. Comparison of the results of young adult and older speakers in the normal rate task showed that older adults produced significantly fewer syllables per second than did the young adults. This finding supports previous studies that found that speaking rate declined in the elderly. Findings also showed that both age groups used similar strategies for altering their speech rate, but older adults were not as effective in increasing the speech rate and in reducing the pause length in the fast speaking condition. (References and a table of data are included.) (NKA)

ED 284 003 CE 047 710

Parkes, W. F.
The Northland Seminar: A Report. Working Paper #7.
National Council of Adult Education, Wellington (New Zealand).
PUB DATE- Jan 86
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Aging (Individuals); *Attitude Change; Attitudes; *Clubs; Comparative Analysis; Educational Attitudes; Foreign Countries; *Intergroup Relations; Lifelong Learning; *Older Adults; *Personal Care Homes; Postsecondary Education; Retirement
IDENTIFIERS- *New Zealand

A study compared the attitudes of a group of about 60 elderly rest home residents and about 120 members of two different clubs for older adults in New Zealand. The five 1-hour discussions that were held with the adults indicated a consistent difference between the opinions expressed by the rest home clients and those of the club members, all of whom lived in the independent living arrangements. The rest home residents, who were generally older, were more careful not to "rock the boat," whereas the club members were more likely to be outspoken and critical. It also became evident that many physically independent rest home residents had become psychologically dependent on the institution and its staff and had consequently narrowed their expectations and activities to the point where they no longer shopped for themselves and rarely ventured outside the rest home grounds. In both groups it was disability rather than chronological age that appeared to be the major factor precipitating a change in self-image. The club members were generally more receptive to meeting new people and having new experiences, and they tended to have more concerns about the way in which elderly individuals are treated and accepted by shop assistants and civil servants. Both groups believed that their diminishing capacity to learn new skills was the major barrier to lifelong education; however, the club members did not entirely dismiss further learning as the rest home residents tended to do. (MN)

ED 284 031 CE 047 850

Pritchard, Robert D.; And Others
Manager's Guide to the Implementation of Feedback, Goal Setting, and Incentive Systems. Final Report for Period September 1983--January 1987.
Houston Univ., Tex. Dept. of Psychology.
SPONS. AGENCY- Air Force Human Resources Lab., Lackland AFB, Tex. Manpower and Personnel Systems Div.
REPORT NO.- AFHRL-TR-87-4
PUB DATE- Jul 87
NOTE- 146p.; For related documents, see CE 047 622 and CE 047 847.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Research/Technical (143)
DESCRIPTORS- Administrator Guides; *Feedback; *Incentives; *Military Personnel; *Personnel Management; *Productivity; *Systems Approach
IDENTIFIERS- Air Force; *Goal Setting

This manual is intended to assist operational managers in using feedback, goal-setting, and incentive systems. The first section presents background information on feedback, goal-setting, and incentive systems and on measuring productivity. It includes formal definitions of each system, examines the logic of why each system works, compares the expected effects of the three systems, and discusses the development of productivity measures. A section on developing these systems deals with identification of project objectives; design issues; problems and issues common to all three systems; and a recommended implementation strategy. Procedures for documenting the effects of the system are outli[illegible], and examples of feedback, goal-setting, and incentive systems ar[illegible]ovided. The final two sections deal with identifying powerful [illegible]tives and obtaining further information. Appendixes include i[illegible]ive attractiveness ratings (by sex, grade, command, marit[illegible]status, and status with regard to having dependent children) that [illegible]e obtained from a mail survey administered to 1,522 Air Force per[illegible]el. The survey instrument is also appended. (MN)

ED 284 045 CE 047 871

Gebo, Emma M., Ed.; And Others
Idaho Home Economics. Nutrition and Foods, Apparel and Housing, Parenting and Child Development. Curriculum Guides, Semester Length Courses, Grades 10-12.
Idaho State Univ., Pocatello. Coll. of Education.
SPONS. AGENCY- Idaho State Dept. of Education, Boise. Div. of Vocational Education.
PUB DATE- Jun 87
NOTE- 165p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Child Development; *Clothing Instruction; Competency Based Education; Course Organization; *Foods Instruction; Home Economics; *Housing; Learning Activities; Lesson Plans; Nutrition; *Nutrition Instruction; Parent Child Relationship; *Parenthood Education; Parenting Skills; Secondary Education; State Curriculum Guides

IDENTIFIERS- *Idaho

This curriculum contains three one-semester courses for use in home economics classes in Idaho. The nutrition and foods course is designed to address nutrition and personal life-style. Content emphasis is on food preparation techniques, meal management skills, consumer skills, the impact of nutrition on our lives, and career options in nutrition and related fields. The parenting and child development course is designed to address parenting skills and choices. Content emphasis is on parenting decisions, stages in child development, relationships within families, appropriate family coping strategies, evaluation of child care services, and careers in child development and parenting-related areas. The apparel and housing course is designed as a single-semester course that incorporates much of the subject matter that was previously addressed in two separate semester-length offerings in clothing and housing. The course covers apparel and housing decisions made by individuals and families. Emphasis is on skills in planning, acquiring, and maintaining apparel and housing, application of art principles, and use of related equipment. Hands-on experiences are provided in both apparel and housing. Each course contains a course description, scope and sequence, course outline, competency with related subcompetency, suggested learning experiences, and resources. (KC)

ED 284 060 CE 047 897

Work and Retirement: Employees over 40 and Their Views.
American Association of Retired Persons, Washington, D.C.
PUB DATE- 86
NOTE- 27p.; For related documents, see CE 047 895-896.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Employee Attitudes; *Employment Patterns; *Labor Force; *Middle Aged Adults; *Retirement; *Work Attitudes

A nationwide study of more than 1,300 full-time workers aged 40 or older was conducted to determine their characteristics, activities, and attitudes toward retirement. Most of those surveyed had spouses who also worked, and most considered their health better than average. Government at all levels was the biggest single employer of workers over the age of 40, with the manufacturing and petroleum industries being the largest sources of private sector employment. Most had been with their current employer for 10 years or more. Among workers 63 and older, the number rose to two out of three. Two-thirds of those surveyed had been in the labor force before going to work for their current employer. Reasons for working varied significantly by age group. Those in their forties cited economic and family-support reasons most often, those aged 50 to 62 cited the need to maintain insurance coverage and meet Social Security and pension requirements, and those over 63 worked because they enjoyed it and saw work as a way of remaining active and useful. Two-thirds reported receiving some type of job training in the past three years (mainly on-the-job training). Three-fourths were covered by an employer-sponsored pension plan. Seventy-seven percent of those surveyed reported that their employers offered no retirement-planning education. The two biggest retirement worries were having enough money and maintaining health. Most reported that their employers did not try to influence their retirement plans in any way. (MN)

ED 284 087 CG 020 020

Kalichman, Seth C.
Water Running-Up-Hill: A Closer Look at Sex Differences in Perceiving the Invariant Horizontality of Liquids.
PUB DATE- Mar 87
NOTE- 9p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (33rd, Atlanta, GA, March 25-28, 1987). Best copy available.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Development; Cognitive Processes; *College Students; Higher Education; *Majors (Students); *Piagetian Theory; *Sex Differences

IDENTIFIERS- *Horizontality (Concept); *Liquids; Water Level Tasks

Many studies have reported that college students often do not know the principle that liquids remain invariantly horizontal, and that this is more often true of women than of men. Two experiments were conducted to replicate sex effects on a water-level task while controlling for academic interests and background. The first experiment investigated the relationship between subjects' (N=250) college majors and water-level task performance. Twenty-five males and 25 females within each of five college majors (language arts, business, social sciences, natural sciences, engineering) completed a pencil-and-paper Piagetian water-level task in which they drew a line representing where the liquid would be in each of eight drawings of tilted bottles. Because college majors are confounded and vaguely defined, experiment 2 attempted to operationalize occupational preferences and interests by using an occupational inventory. Subjects (N=194) completed a briefer version of the water-level task. The results revealed that, although sex effects remained stable when previous academic experience was controlled for, significant differences between college majors for both sexes were found. Men in the sciences were found to perform most accurately and women in the arts to perform least accurately. Findings suggest that academic experiences may affect task performance within and between sexes, but cannot completely account for sex differences. (NB)

ED 284 101 CG 020 034

Bernbaum, Barbara Susan
Increasing Parent Knowledge of Extra-Familial Child Sexual Abuse through Development and Implementation of a Parent Program.
PUB DATE- 86
NOTE- 250p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Child Abuse; *Emotional Adjustment; Emotional Response; Group Counseling; Parent Attitudes; Parent Child Relationship; *Parent Counseling; Parent Education; Parents; Self Esteem; *Sexual Abuse; *Social Support Groups; *Stress Management
This document describes a practicum designed to address the needs of the parents of children who have experienced extrafamilial sexual abuse. It notes that, in cases of extrafamilial child sexual abuse, services are directed toward the child and that the neglect of the parents may exacerbate the child's stress. The practicum is aimed at: (1) increasing parents' knowledge of myths about child sexual abuse, sexually abusive behavior, behavioral indicators of child sexual abuse, and effects of sexual abuse on family members; (2) understanding how parental reactions to child sexual abuse affects parents and families; (3) giving parents an opportunity to express feelings about the abuse; (4) building parental self-esteem and competency by learning child behavior management and safety strategies; (5) reducing parental stress and increasing coping skills; and (6) decreasing parental sense of being alone. The 8-week Parent Program developed and implemented to meet these goals is described. Evaluation results are discussed in which 100% of program participants responded affirmatively to almost every goal. The intensity of the group process and the unwillingness of the parents to separate at the practicum conclusion are indications of a need much greater than originally anticipated. The report concludes that the self-directed continuation of the parent group confirms that treatment must recognize the needs of both child and parent victim. The program curriculum and related materials are appended. (Author/NB)

ED 284 157 CG 020 090

Westbrook, Franklin D.; Sedlacek, William E.
Workshop on Using Non-Cognitive Variables with Minority Students in Higher Education. Research Report #4-87.
Maryland Univ., College Park. Counseling Center.
SPONS. AGENCY- Public Health Service (DHHS), Rockville, Md.
PUB DATE- Apr 87
NOTE- 21p.
GRANT- 1D18MB0-1005-0103
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Students; *Counselor Training; *Educational Diagnosis; Higher Education; *Minority Groups; Objectives; Racial Bias; Self Concept; *Self Evaluation (Individuals); *Student Characteristics

In recent years thousands of minority persons who were previously denied access to primarily white, U.S. institutions of higher education have enrolled in them. Many institutions initiated special programs designed to compensate for academic skill problems observed in some of these new students. The effect of these programs on student retention is an important area of concern, but in the 1980s some researchers have avoided the special program issue by demonstrating that one can identify, through a set of noncognitive variables, which minority students are likely to remain in college through graduation. Some of these variables, such as positive self-concept, realistic self-appraisal and the ability to delay gratification, have been recognized for a long time. Others, such as understanding and dealing with racism, and preference for long-term over short-term goals also have important academic consequences. A workshop has been developed to train counselors, advisors, teachers, and other personnel in higher education to make diagnostic referrals for minority students using noncognitive variables. Workshop participants review case materials and do simulated interviews. They are given information on interviewing and identifying student behaviors associated with each noncognitive variable. Results from participants' evaluations indicated that they understood the noncognitive variables and could identify them from written materials and interviews. (ABL)

ED 284 198 CS 008 898

Harman, David
Illiteracy: A National Dilemma.
REPORT NO.- ISBN-0-8428-2227-5
PUB DATE- 87
NOTE- 113p.
AVAILABLE FROM- Cambridge Book Company, 888 Seventh Ave., New York, NY 10106 ($12.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Adult Education; *Cultural Context; Educational History; *Educational Theories; European History; *Illiteracy; *Literacy; Printing; Reading Ability; Reading Instruction; Theory Practice Relationship; United States History; Values Clarification; Writing Instruction; Writing Skills
IDENTIFIERS- *Educational Issues; Literacy Campaigns
Intended for educators, politicians, and the corporate community, this book examines the facts and the serious implications of the complicated problem of illiteracy, placing it squarely within the context of America's history and current cultural environment, and recommending far-reaching, programmatic solutions rather than "quick fixes." The book is divided into seven chapters, as follows: (1) "What Is Literacy?"; (2) "Literacy in History"; (3) "Literacy and Illiteracy in the United States Today: A Question of Values"; (4) "The Contexts of Literacy and Reading: Blaming the Schools"; (5) "Literacy and Learning"; (6) "Lessons from Literacy Programs"; and (7) "Why Be Literate?" Notes are appended. (NKA)

ED 284 225 CS 210 592

Stave, Anna M.
Client Perceptions of a University Writing Center.
PUB DATE- Mar 87
NOTE- 17p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (38th, Atlanta, GA, March 19-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Higher Education; Peer Teaching; Self Concept; *Student Attitudes; Tutors; *Writing Difficulties; *Writing Improvement; Writing Instruction; *Writing Laboratories; Writing Processes; Writing Research; Writing Skills
IDENTIFIERS- Collaborative Learning; Syracuse University NY; *Writing Attitudes

To understand how university students view writing centers, writing consultants, and themselves as writers, a study was conducted at the Syracuse University Writing Consultation Center (New York). The Center provides a free consultation service based on the peer conferencing model of collaborative learning. Sixty students who participated in the study completed questionnaires, both before and after consulting with a writing center staff member. They answered questions about how comfortable they were before and during the consultation, how they assessed their writing ability, and whether the consultation met with their expectations. In-depth interviews with frequent users of the center were also conducted. Results suggested that few clients viewed themselves as very good writers, and most described themselves as below average. Some were anxious about the conference process, but most found the consultant interested, helpful, and encouraging. A majority expected to return for another consultation. Interviews with three students--a pre-med major, a master's student in education, and a psychology major in a division for nontraditional students--suggested that clients adopt the strategies modeled in their conferences, and that they feel they are becoming better writers. (JC)

ED 284 305 CS 505 629

Harriman, Susan G.
Identification and Evaluation of Communicator Style in Adult Children of Alcoholic Parents.
PUB DATE- Feb 87
NOTE- 32p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (58th, Salt Lake City, UT, February 14-17, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Alcoholism; Antisocial Behavior; *Communication Problems; Family Problems; *Interpersonal Communication; Interpersonal Competence; Parent Child Relationship; *Self Concept; Self Esteem; *Social Cognition

IDENTIFIERS- *Adult Children

Noting that children growing up with an alcoholic parent often suffer from underdeveloped perceptual skills, unhealthy self-concepts, and low self-esteem, a study examined the impact of an alcoholic family environment on the ability of adult children of alcoholics (ACOAs) to communicate interpersonally. The Communicator Style Measure (CSM) was used to test the hypothesis that individuals self-identified as adult children of alcoholics demonstrate a unique communicator style, characterized by scores in the dominant, impression leaving, open, and communicator image domains. Subjects were 518 public speaking students at a western urban university, 74 of whom (14.3%) identified themselves as ACOAs. All subjects completed a packet containing the CSM and a family health history questionnaire. Communicator styles of ACOAs--as measured by the CSM--were compared to the CSM results for a random sample of individuals not identified as children of alcoholics. Results supported the hypothesis by indicating a unique communicator style associated with adult children of alcoholics and characterized by self-perceptions of passive and unimpressive communicative behavior. Results reflect the tendency of ACOAs to perceive themselves as less effective communicators than individuals in the comparison group. (AEW)

ED 283 961 CE 047 619

Getting Your Foot in the Door. IV. Overcoming Job Problems.
New York City Board of Education, Brooklyn, NY. Office of Occupational and Career Education.
PUB DATE- 82
NOTE- 109p.; For related documents, see CE 047 615-618.
AVAILABLE FROM- Office of Occupational and Career Education, New York City Board of Education, 131 Livingston Street, Brooklyn, NY 11201 ($4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Career Education; *Employment Potential; *Employment Problems; Equal Opportunities (Jobs); *Job Skills; Learning Activities; Minority Groups; *Racial Discrimination; Secondary Education; Sex Discrimination; Tenure; *Work Attitudes

This workbook is the fourth in a series of four student workbooks designed to prepare youth with the employability skills needed for the world of work. The four student workbooks contain all phases of employability skills in seven individual packages. This workbook on overcoming job problems includes two learning packages--one on opening closed doors and another on keeping a job. The writing, speech, and drama exercises are to be worked on privately, in class, or with friends and family. For many of the exercises, there are no right or wrong answers, only different ways of answering the same question. An added feature of the workbook is the key vocabulary words extracted from the text and repeated at the bottom of many of the pages. A bibliography is appended. (YLB)

ED 283 974 CE 047 642

Rehabilitation Associate Training for Employed Staff. Instructional Activities Manual.

Ellsworth Community Coll., Iowa Falls, IA.; Wisconsin Univ.-Stout, Menomonie. Stout Vocational Rehabilitation Inst.
SPONS. AGENCY- Rehabilitation Services Administration (ED), Washington, DC.
PUB DATE- 82
NOTE- 80p.; For related documents, see CE 047 643-655.
AVAILABLE FROM- Materials Development Center, Stout Vocational Rehabilitation Institute, University of Wisconsin-Stout, Menomonie, WI 54751.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Counselor Training; Daily Living Skills; Developmental Disabilities; Inservice Education; Learning Activities; *Mental Retardation; Postsecondary Education; Rehabilitation Centers; *Rehabilitation Counseling; *Sheltered Workshops; *Staff Development; Teaching Methods; *Vocational Rehabilitation; Workshops

This manual provides instructional activities for teachers/trainers to use for in-service training of persons who work with mentally retarded, learning disabled, and handicapped clients. The first part of the booklet contains standard learning activities, such as open discussion, games, modeling, role-playing, and debates. The rest of the booklet contains learning activities specific to eight curriculum areas: systematic instruction, goals and objectives, behavior observation and measurement, increasing existing behavior, teaching new behavior, maintaining behavior, reducing and eliminating behavior, and token economies. Each learning activity includes information on purpose, duration, materials needed, instructions for carrying it out, worksheets, tests, and answers to tests. (KC)

ED 283 989 CE 047 657

Davenport, Joseph, III

A Way out of the Andragogy Morass.

PUB DATE- 4 Mar 87
NOTE- 20p.; Paper presented at the Conference of the Georgia Adult Education Association (Savannah, GA, March 4, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Education; *Adult Learning; *Andragogy; *Definitions; Educational History; *Educational Theories; *Learning Strategies; Postsecondary Education
IDENTIFIERS- *Knowles (Malcolm S)

Andragogy continues to generate discussion and capture the imagination of many adult educators. However, early critics have been joined by an increasing number of educators, researchers, and practitioners who question andragogy's theoretical and practical efficacy. This article reviews the nature of the andragogy debate and advances a revised definition of andragogy aimed at moving adult education from morass to higher conceptual ground. The concept's originator, Malcolm Knowles, has himself added to the confusion with his paradoxical definitions of andragogy and pedagogy and with his assumptions, which lack clarity and solid empirical support. Emerging research results do not appear to support Knowles' conceptualization of andragogy as a theory or proven method. Some adult educators even argue that adult education should simply drop the term "andragogy" from its lexicon. Although adult education could survive without the concept of andragogy, it does possess significant public relations value. Andragogy also has the potential of serving as a unifying framework for adult education if definitional problems can be worked out and if old and new assumptions are rigorously tested before possible incorporation into a larger theory. Redefining andragogy could be as simple as returning to and perhaps broadening its original definition. Andragogy, meaning "adult leader," and previously defined as "the art and science of facilitating adult learning," could be redefined as "the art and science of teaching and facilitating the learning of adults." (Author/MN)

ED 284 017 CE 047 785

Hale, Charles
Continuing Education Program Analysis Guide.
PUB DATE- 11 Dec 86
NOTE- 57p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- *Continuing Education; Delivery Systems; Enrollment Influences; *Higher Education; Literature Reviews; Needs Assessment; Organization; *Participant Characteristics; *Program Evaluation; Program Guides; *Role of Education
This literature review on continuing education and on continuing education organizational structure begins with a discussion of the participants. Participant demographics, reasons for enrollment, and deterrents to participation are considered. The role of higher education in continuing education is described in terms of the role of the community college and the four-year college and university. A section on structuring continuing education covers curricular planning and assessment, curricular design and delivery, curricular areas and requirements, program finance (credit programs, noncredit programs, assessing productivity), program organization (administration, student matriculation, admissions, support services), evaluation, and accreditation. An appendix contains the program analysis guide based on the review of the literature. Sections of this assessment instrument pertain to documenting the support and necessity for a continuing education program, program finance and administration, academic governance, and evaluation (program, faculty, student). (YLB)

ED 284 073 CE 047 912

Supporting Volunteers in Adult Literacy and Basic Skills.
Adult Literacy and Basic Skills Unit, London (England).
REPORT NO.- ISBN-0-906509-27-0
PUB DATE- May 86
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Adult Basic Education; *Adult Literacy; Basic Skills; Developed Nations; Foreign Countries; *Literacy Education; *Volunteers; *Volunteer Training
IDENTIFIERS- Great Britain

This booklet provides guidance on the support of volunteers in adult literacy and basic skills work. It outlines recommendations that provide practical advice as well as a framework for action to ensure that the quality of basic education provision is maintained and improved. Topics include financial implications in providing support for volunteers; volunteer recruitment, selection, training, and support; and evaluation and assessment of the work of volunteers. (YLB)

ED 284 171 CS 008 845

Lloyd, Bruce A.

Secondary Reading: Can a Reading Methods Course Change Student Attitude about the Need for Teaching Reading Skills?

PUB DATE- Feb 87

NOTE- 23p.; Paper presented at the Annual Meeting of the Colorado Council of the International Reading Association (19th, Denver, CO, February 5-7, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Attitude Change; *Content Area Reading; Education Majors; Higher Education; *Methods Courses; *Preservice Teacher Education; *Reading Instruction; Secondary Education; *Student Attitudes; Teacher Attitudes

Noting that many preservice teachers enter required courses believing that the course is something to endure or overcome for certification, a study examined whether a reading methods course would convince students to view teaching the reading process as a vital and necessary function of content area teachers. Six classes of students (three sections of a reading methods course during two semesters) at Western Michigan University were pre- and posttested using the Vaughan "Scale to Measure Attitude toward Teaching Reading in Content Classrooms." Results indicated that participation in the class produced significant changes in students' opinions. At the end of the course, students felt (1) obliged to improve their students' reading ability, (2) that teachers should be required to take a reading course, (3) that English teachers are not the only ones who should teach reading, (4) that they should help their students read at the interpretive level, and (5) that they should know the theoretical processes of reading. At the start of the course, participants were of the firm opinion that reading instruction in secondary school is not a waste of time and remained convinced at the end of the course. (Tables of data for each of the groups and for all six groups combined are included, as well as a bibliography.) (HTH)

ED 284 184 CS 008 876

Ward, Annita Marie

Comparative Literacy Attainment Behaviors of Non-Literate Adults and Preliterate and Early Literate Children.

PUB DATE- 86
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Literacy; Adult Students; Age Differences; *Cognitive Ability; Cognitive Measurement; Cognitive Processes; Comparative Analysis; *Developmental Stages; Grade 2; Kindergarten; Literacy Education; Metacognition; Primary Education; *Reading Achievement; *Reading Instruction; *Reading Processes; Reading Research; Reading Skills

A study compared the performances of adults who were learning to read with those of two groups of preliterate and second-grade children on selected cognitive tasks and on the display of certain metacognitive understandings. It was hypothesized that if the adults (who could not successfully read a passage from a fourth-grade reader) did as well as the second-grade children (whose reading development was normal for their age group), these adults would then have achieved certain cognitive tasks and metacognitive understandings that researchers believe are conducive to literacy attainment. Subjects, 24 adults, 28 kindergarten students, and 28 second-graders, completed a series of cognitive task assessments. Results showed that the adults scored higher than the kindergarten children on all cognitive task assessments except one, as well as on all three metacognitive assessments. However, they scored lower than the second-grade children on four of the cognitive task assessments. There were no significant differences between the adults' and the second-graders' responses on the metacognitive behaviors test. Results indicated that, although the adults could engage in metacognitive activity that is present only in children who exhibit cognitive clarity about the reading process, these same adults could not accomplish certain reading-related cognitive tasks that a group of second-graders could accomplish. Findings suggest that these nonliterate adults experience cognitive confusion about the reading process that manifests itself as an inability to do certain tasks related to beginning reading. (Tables of data and references are attached.) (NKA)

ED 284 239 CS 210 651

Comprone, Joseph J.
The Function of Text in a Dialogic Writing Course.
PUB DATE- Mar 87
NOTE- 29p.; Paper presented at the Annual Meeting of the Kentucky Philological Association (Louisville, KY, March 6-7, 1987).
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Class Activities; *Dialogs (Literary); Discourse Analysis; Higher Education; Literacy; Reader Response; Reader Text Relationship; *Reading Writing Relationship; Theories; *Theory Practice Relationship; *Writing (Composition); Writing Exercises; *Writing Instruction

IDENTIFIERS- *Author Reader Relationship; Collaborative Learning; Gould (Stephen Jay); Text Factors

Focusing on recent composition theory, this paper offers suggestions for writing teachers in applying concepts of dialogic discourse directly to the pedagogy of the college writing course. The first section of the paper addresses the influence of the social constructionist work on interpretation theory by Richard Rorty, Clifford Geertz, and Stanley Fish on composition theorists such as Kenneth Bruffee, John Trimbur, and Harvey Wiener. The second section deals with the function of text in a writing classroom and how concepts of textuality help control the dialogic process considered central to literacy while examining the metaphors and the different cultural perspectives of Wolfgang Iser, Mikhail Bakhtin, E. D. Hirsch, Jr. and Kenneth Burke for help in formulating a useful method of directing collaborative learning. The third section presents a detailed analysis of Stephen Jay Gould's "The Guano Ring" as an example of scientific writing that uses narrative and dramatic structure to explore phenomena that writers and readers experience together but that retains the basic heuristic characteristic of the scientist. The final section of the paper uses Gould's essay as the basis for two sequences of classroom activities that work toward turning informed readers into writers who can use their understanding of intratextuality as they write. The first sequence involves students in dialogic responses to particular expressions in Gould's text, while the second proposes a prereading sequence of activities to help students appreciate the interplay of subtexts in Gould's essay. Footnotes and references are appended. (NKA)

ED 284 265 CS 210 710

Masters, D. Gay
Handwriting. English Language Arts Concept Paper Number 2.
Oregon State Dept. of Education, Salem.
PUB DATE- May 87
NOTE- 13p.
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Classroom Environment; Educational Research; Elementary Education; *Handwriting; *Teaching Methods; Theory Practice Relationship; *Writing Instruction

Noting that handwriting is a subskill that often becomes an instructional end rather than a means to enhance written communication, this paper examines research on handwriting and its implications for instruction. Following an introduction on the current status of handwriting instruction, the paper summarizes research on handwriting legibility, fluency, and self-evaluation. Then the paper touches briefly on additional concerns that have appeared in the research, including the manuscript versus cursive script debate, and the writing implements--pens, paper, grip, and position. Implications for instruction are then discussed, in the areas of readiness, handwriting styles, instructional strategies, left-handed writers, remediation, and applications of technology. The paper concludes by noting that teachers need more training in handwriting instruction and that teacher attitude has a significant impact on developing a positive disposition toward legible, fluent handwriting. An annotated bibliography directed to the classroom teacher is included. (HTH)

ED 284 279 CS 210 726

McClure, Amy A.
Children's Responses to Poetry in a Supportive Literary Context.
PUB DATE- Nov 86
NOTE- 32p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (76th, San Antonio, TX, November 21-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Environment; Creative Writing; Intermediate Grades; Peer Evaluation; Peer Influence; *Poetry; *Reader Response; *Reading Writing Relationship; Rural Education; *Teacher Role; Teacher Student Relationship; *Theory Practice Relationship; Writing Processes
IDENTIFIERS- Peer Modeling; Writing Models
In an effort to understand the effect of a nurturing, supportive environment on children's understanding of poetry, a study was conducted involving the observation of 42 rural fifth and sixth grade students and their two teachers over a school year. During the course of the year the children were invited to respond to published, professional poetry in large and small group settings, as well as work on poetry of their own, regularly submitting it for criticism by teachers and peers. The children were audiotaped interacting with one another and with their teachers during these sessions, and were occasionally interviewed and photographed. The results of the study suggest that a significant number of the children were able to develop more complex, abstract responses to professional poetry and create poetry of their own with deeper, more complex metaphor and imagery when allowed a long enough period of time to discuss and experiment with it. Suggestions for teaching children poetry include the notions that (1) children need to be immersed in reading and writing poetry, rather than studying it in a short unit; (2) children should not be pushed to develop technical perfection in their work, but rather allowed to search for meaning in a poem, using their own past experiences; and (3) children's initial, disorganized efforts at poetry should be encouraged and nurtured by peers and teachers. (JC)

ED 283 947 CE 047 485

Misanchuk, Earl R.; And Others
Setting Priorities for Programming in an Extension Unit: A Case Study.
PUB DATE- Jun 87
NOTE- 25p.; Paper presented at the Conference of the Canadian Association for University Continuing Education (St. John's, Newfoundland, June 16-18, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Evaluation Criteria; *Evaluation Methods; *Extension Education; Foreign Countries; Higher Education; *Needs Assessment; *Participative Decision Making; *Program Development
IDENTIFIERS- *Priorities

This paper describes a process for determining priorities within an extension unit. The process involves pooling the judgment of extension programmers to produce a valid "average" judgment, even where considerable diversity of opinion exists. Discussed first are the stages involved in program priority-setting, the budget-setting process, and staff involvement in priority setting. The next section describes the first phase of the development and implementation of the process at the Division of Extension and Community Relations at the University of Saskatchewan in 1982. Ad hoc priority decision-making, the practice of having management set priorities (the "top down" model), general staff discussion (the "consensus" model), and rank order priority setting are examined. The next section describes the subsequent phases of the implementation of the priority-setting process. Data analysis and the role of management (the search for staff agreement, the reflection of staff opinion, and implementation of staff

priorities) are discussed. Appendixes include a portion of the matched-pair, forced-choice questionnaire used in the first application of the process and the resultant Thurstone scale; the complete matched-pair, forced-choice questionnaire used in the second application and resultant Thurstone scale; the questionnaire used to collect percentages assigned by staff to program areas; circle graphs and variance plots of the percentage results; and management's representation of the results. (MN)

ED 284 116 CG 020 049

Epstein, Howard V.
Academia and Agency: An Analysis of Social Work Practicum Experiences.
PUB DATE- Sep 84
NOTE- 27p.
AVAILABLE FROM- Mr. Howard V. Epstein, Georgia State University, Department of Social Work, Atlanta, GA 30303-3091.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Faculty; *College Role; *Educational Cooperation; Experiential Learning; *Graduate Students; Higher Education; *Practicums; Practicum Supervision; *Social Work; Student Evaluation; Supervisors; *Teacher Attitudes; Theory Practice Relationship

Social work education requires a relationship between academia and agency. The practicum has long been used to give students a balanced education. To study the perceptions of practicum field instructors about the school's graduate level practicum, questionnaires were sent to 163 field instructors for the University of Georgia's School of Social Work. The results from the 67 respondents (representing a 41% return rate) revealed that, concerning their relationship to the school, over two-thirds of respondents reported having participated in an orientation to the practicum and 88% indicated that they knew the practicum objectives. Concerning student preparation, 57% reported that students they had worked with were prepared for the practicum. Respondents identified 24 distinct areas of knowledge and skills that students should have, giving high priority to interviewing skills and knowledge of human development and behavior. In the area of student evaluation, 58 respondents reported having sufficient information for valid assessments of their students, with data being obtained through conferences, observation, tapes, written recordings, student self-evaluations, and meetings with faculty liaisons. Concerning the role of the faculty and the school, respondents called for greater assistance from faculty on helping to define individualized educational goals, in being more accessible, on demonstrating knowledge of practice settings, and in being able to assist in the integration of theory and practice. (NB)

ED 284 130 CG 020 063

A Guide for Designing and Implementing a Case Processing System for Child Support Enforcement.
Office of Child Support Enforcement (DHHS), Washington, DC.
PUB DATE- Apr 86
NOTE- 155p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Automation; Children; Child Welfare; County Programs; *Efficiency; Financial Support; *Law Enforcement; Models; *Office Management; *Organizational Effectiveness; Parent Responsibility; State Programs
IDENTIFIERS- *Case Processing Systems; *Child Support; Child Support Enforcement Program

This document was written to provide state and local child support offices with help in refining their case processing systems. The guide is divided into five chapters. Chapter I, Case Processing Overview, defines case processing and the case processing functions and provides a narrative description and graphic illustration of the processes involved in a case processing workflow. Chapter II, Planning and Management Considerations for Achieving Efficient and Effective Systems, emphasizes the importance of establishing case processing goals and objectives which support goals of the child support program; presents some essential steps of the planning process; and discusses staff involvement, staff training, component compatibility, resource allocation, and documentation. Chapter III, Elements Which Expedite Case Processing, identifies and discusses elements which help to expedite case movement and lists elements common to good case processing systems. Chapter IV, Elements of Caseload Management Which Enhance Case Processing, defines case management and discusses the need for case management and its relationship to effective case processing. Chapter V, Improving Case Processing Productivity Through Office Automation, discusses what an automated case processing system is and what benefits an organization may obtain from using office automation technology. A model for automating a case processing system is discussed. Four activities and 28 figures are included. (NB)

ED 284 144 CG 020 077

McGuire, Kent Allen
Adult Children of Divorce: Curative Factors of Support Group Therapy.
PUB DATE- May 87
NOTE- 50p.; Research paper for Doctor of Psychology degree, Biola University, California.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adults; *Childhood Needs; *Divorce; *Emotional Adjustment; Family Environment; *Group Therapy; *Individual Development; Parent Influence; *Self Help Programs
IDENTIFIERS- *Adult Children
There is substantial evidence that for some children whose parents divorce, long-term effects of divorce may be with them into adulthood. Compared to individuals from intact families, adult children of divorce tend to experience an increased level of depression, anger, hostility, sadness, sorrow, and anxiety; an increased vulnerability to stress; and a reduced level of self-esteem. Difficulties in interpersonal relationships have also been reported. Therapy can be very helpful in addressing these problems and many possible long-term effects of divorce appear relevant to the 12 curative factors of Yalom's (1975) therapy group: (1) interpersonal input; (2) catharsis; (3) cohesiveness; (4) self-understanding; (5) interpersonal output; (6) existential factors; (7) universality; (8) instillation of hope; (9) altruism; (10) family reenactment; (11) guidance; and (12) identification. In light of these curative factors, a review of the research suggests that a self-directed support group for adult children of divorce would be beneficial for those who experience some long-term effects of their parents' divorce. (NB)

ED 284 212 CS 210 510

Wesson, David A.
Simple Writing Doesn't Mean Simple-Minded: The Issue of Readability of Print Advertising Copy.
PUB DATE- Aug 87
NOTE- 13p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (70th, San Antonio, TX, August 1-4, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Advertising; Language Styles; *Language Usage; Mass Media; *Readability; Readability Formulas; Reader Response; Writing Research; *Writing Skills
IDENTIFIERS- *Advertising Copywriting; *Advertising Effectiveness; Audience Awareness
A study investigated the relationship between readability of advertising copy and conventional measures of ad readership. It was hypothesized that readership scores would be higher for advertisements containing copy with the highest and lowest computed readership grade levels. Fifty-five full-page advertisements that met arbitrary minimal copy length criteria were chosen from a women's and a men's magazine. The copy from each ad was transcribed onto a computer and analyzed using a program for computing Gunning Readability Index scores. Comparable-sized ads were grouped to accommodate analysis of the extremes of low and high that the hypothesis dictated. Results supported the hypothesis and suggested the possibility of "pure cases," since there appeared to be a reader preference for copy written with short words and short sentences characteristic of a "poetic" style and for copy with longer words and sentences characteristic of more "technical" style. When the copy mixed these characteristics, readership appeared to suffer. (A table of results is included.) (NKA)

ED 284 253 CS 210 690

Walker, Laurie
Grammar as a Hostage to Ideology.
PUB DATE- Jun 87
NOTE- 26p.; Paper presented at the Annual Conference of the Canadian Society for the Study of Education (15th, Hamilton, Ontario, Canada, May 30-June 3, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *English Instruction; Foreign Countries; *Ideology; Language Usage; *Metaphors; *Traditional Grammar
Claims that grammar instruction does not improve written composition have led some teachers to a confident consensus that they do not have to deal with grammar, yet many still firmly believe in teaching it. Grammar instruction (meaning pedagogical or school grammar rather than scientific or linguistic grammar) can be viewed from the metaphorical point of view of two religious ideologies, fundamentalism and secular humanism. With respect to language, fundamentalists might say that outside of humanity there exists a body of stable and fixed rules which are the "true" forms of language. Textbooks are the authority, in parallel with the unquestioned authority of the Bible or Koran. On the other hand, secular humanists, who emphasize the uniqueness of each individual and relativism, would maintain that people do not need to learn external rules (like grammar) consciously and explicitly, that social settings and practice naturaliy constrain personal efforts at oral and written communication and thinking. The "whole language" approach to English language arts fits in with the secular humanist ideology. Perhaps grammar can be successfully taught from either perspective, and there is probably a continuum of positions rather than a dichotomy in practice, but it is helpful to use these analogies to clarify positions on the grammar teaching debate. (Five pages of references are included.) (SKC)

ED 284 293 CS 210 746

Ockerstrom, Lolly; Goggin, Maureen Daly
Meeting the Needs of Developing Writers: The Introductory Writing Programs at Northeastern University.
PUB DATE- Apr 87
NOTE- 13p.; Paper presented at the Annual Developmental Writing Conference (7th, Norfolk, VA, April 24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Developmental Programs; *Freshman Composition; Higher Education; *Introductory Courses; *Program Content; Program Development; Remedial Programs; Student Placement; Theory Practice Relationship; *Tutoring; Writing Difficulties; Writing Improvement; *Writing Instruction; Writing Research
IDENTIFIERS- *Basic Writing; Northeastern University MA
The Introductory Writing Programs developed for freshman students at Northeastern University are described in this document. The introduction outlines the programs' philosophy, which is based on the notion that all writers are developing writers regardless of their ability. The second section looks at how students are placed in either Freshman English I or the two-semester Fundamentals of Writing and Intensive Writing, and the types of grades students receive for the courses. The third section mentions additional support systems, including in-class tutoring, writing workshops, traveling tutors, and one-on-one tutors in the Writing Center. The fourth section outlines the assumptions on which the program is based, staff development activities, and a collaborative grading exercise; while the fifth section details the goals of the program. The Middle Year writing course required of upper level students is discussed in the last two sections. (Seven references are included.) (JC)

ED 284 320 CS 505 659

Kizer, Elizabeth; Burns, Gary
"The Women's Room": An Experimental Mixed Media Production.
PUB DATE- 85
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Drama; Feminism; *Media Adaptation; *Oral Interpretation; Popular Culture; Sex Bias; Sex Discrimination; *Sex Role; Social Attitudes; Theater Arts; Visual Aids
IDENTIFIERS- Chamber Theater; French (Marilyn); Media Imagery; *Womens Literature; *Womens Room (French)

The novel "The Women's Room," by Marilyn French, deserves an audience both because of the timely feminist issues it addresses and because of its formal experimentation with points of view. An interpretive theatre version of the story was performed twice in 1982-83, using a script adapted from the novel, and a modified chamber theatre format (based on oral interpretation/interpreters theatre). Three actors played Mira, the main character, in terms of her emotional side, her intellectual side, and her past self. Another actor read the parts of men in Mira's life, and a fifth portrayed the women in her life. The script stressed narration over dialogue, and contained the parts of the novel that focused on two themes; how popular culture shapes the women's character, and that society values women primarily to the extent that they are legitimized by males. Because interpretive theatre demands imagination from the audience, the sets were simple. Two rear projection screens showed slides at various points to establish cultural contexts for the narration and dialogue, and to show how popular culture affect sex roles. Repetition was used to strengthen the slide images. Other themes that tied the production together were the color red, and roses. This presentation of live performance linked with mass media demonstrated aesthetically the interconnectedness of personal, political, and cultural elements. (Two pages of notes are appended.) (SKC)

ED 284 004 CE 047 714

Questions Frequently Asked about Vocational Education. Special Publication Series No. 57.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
PUB DATE- 87
NOTE- 34p.
AVAILABLE FROM- National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. SN57--$4.75).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Career Counseling; Career Guidance; Educational Benefits; Educational Research; Employee Attitudes; *Employer Attitudes; *Employment Potential; Evaluation Criteria; Job Satisfaction; *Job Skills; Minority Groups; *Outcomes of Education; Postsecondary Education; *Program Effectiveness; Secondary Education; *Vocational Education

This document offers the best available answers to questions frequently asked about vocational education by policymakers in vocational education at the state and local level. It is divided into two sections. The first section contains 15 frequently asked questions about vocational education effects and practices, each of which is followed by a brief answer and a short discussion. The responses integrate pertinent study findings from the literature that reflect the best knowledge of what current research says. Studies selected for review include (1) all relevant work conducted at the National Center, (2) other studies completed using large databases, and (3) journal articles and other original research identified across various reviews of literature. The questions refer to occupations of vocational graduates; earnings; effect of vocational education on employability skills development; job satisfaction; employer satisfaction with vocational education students; and the effect of vocational education participation on students' achievements in basic skills, school retention, further education and training, and development of values, self-esteem, and citizenship behavior. Other questions focus on minority groups and special population participation, employer benefits, use of occupational projections in planning vocational education programs, evaluation criteria for vocational programs, effectiveness of career guidance and counseling, and the effect of part-time work. The second section addresses some questions that still need answers regarding the aggregate effects on vocational education and administrative policies and practices. A list of references is provided. (YLB)

ED 284 018 CE 047 786

The Organization and Administration of Education for Employment in Illinois. Research Memorandum No. 77.
Illinois State Commission on Intergovernmental Cooperation, Springfield.
PUB DATE- Apr 87
NOTE- 87p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Delivery Systems; Dislocated Workers; Economically Disadvantaged; *Education Work Relationship; Employment Programs; *Job Training; *Program Administration; *State Agencies; *State Programs; Unemployment; Vocational Education
IDENTIFIERS- *Illinois; Job Training Partnership Act 1982

This report explores the organization and administration of the education for employment delivery system in Illinois. Problems central to service delivery in Illinois are identified in such key areas as intake, assessment and follow-up practices, gaps in services and duplicative services and regional and local planning boundaries. Legislative mandates, regulatory standards, and executive actions that hinder or facilitate efficient and effective service delivery are highlighted, and service delivery practices and problems of education for employment resources in the state are outlined. Brief descriptions are provided of 12 state agencies involved in education for employment. Three state agencies are discussed in detail: Department of Public Aid, Department of Commerce and Community Affairs, and State Board of Education. The purpose and activities of each are highlighted. Appendixes include labor market information, other state agency expenditures tables, an overview of education for employment agencies in Illinois, and maps. (YLB)

ED 284 032 CE 047 851

Marketing 20-30. Senior High School Teacher Resource Manual.
Alberta Dept. of Education, Edmonton. Curriculum Branch.
REPORT NO.- ISBN-0-920794-56-4
PUB DATE- 87
NOTE- 111p.; For related manuals, see CE 047 852-855.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Advertising; Course Descriptions; *Course Organization; Curriculum; Educational Planning; *Educational Resources; Foreign Countries; High Schools; *Learning Activities; Learning Modules; Lesson Plans; *Marketing; Merchandising; *Salesmanship; Student Evaluation; Teaching Methods; Units of Study
IDENTIFIERS- *Alberta; School Stores
This manual is intended to help teachers meet the objectives of the 1985 Alberta, Canada, Marketing 20-30 curriculum. The manual is organized in six sections. The first section contains introductory information on the Marketing 20-30 curriculum, including course objectives and a flowchart of the modules in the marketing course. Planning the course is the topic of the second section, which contains information on selecting and scheduling modules, sequencing modules, planning the course, and sample lesson plans. Suggestions for teaching the eight modules of the course are included in the third section, which makes up the bulk of the document. For each subtopic in the modules, information is included on suggested resources; suggested teaching approaches; discussion, projects, exercises, and evaluation; and teaching notes. The eight modules in this course cover the following areas: world of marketing, advertising and sales promotion, distribution of goods and services, marketing research, pricing and financial activities, selling, display, and purchasing and controlling merchandise. Tips on student evaluation and a list of learning resources make up the fourth and fifth sections of the manual. The final section describes the operation of a marketing laboratory (school store). Appendices provide blank forms for use in the project. (KC)

ED 284 046 CE 047 873

Resource Guide for Career Guidance and Placement Professionals.
Ferris State Coll., Big Rapids, MI. Center for Occupational Education.
SPONS. AGENCY- Michigan State Dept. of Education, Lansing. Vocational-Technical Education Service.; Michigan State Occupational Information Coordinating Committee, Lansing.
PUB DATE- 87
NOTE- 56p.; For a related document, see CE 047 874.
AVAILABLE FROM- Center for Occupational Education, Ferris State College, Big Rapids, MI 49307 ($5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Career Guidance; *Educational Resources; *Employment Counselors; Financial Support; Information Sources; *Job Placement; *Occupational Information; Postsecondary Education; *Professional Development; *School Counselors; Secondary Education

Although not a comprehensive resource listing, this resource guide includes some of the major information resources, key information resource programs, professional organizations, and some potential funding resources for career guidance and job placement activities. Annotations of print and nonprint resources are provided in sections I, II, and III--labor market information sources, career information and job seeking resources, and professional development materials. Title, author/organization, annotation, pagination, cost, and availability are presented for each resource. Section IV contains descriptions of professional organizations and the names and addresses of contacts. Section V lists and describes a few of the major, Michigan-based occupational information and related programs and resource centers that may be able to assist guidance and placement personnel looking for information and resource materials. Section VI provides the title, annotation, pagination, cost, and availability of materials that list federal, state, and local resources for funding career guidance and placement activities. (YLB)

ED 284 061 CE 047 898

Sandiford, Janice R.
Linking Up with Local Health Care Facilities to Provide Clinical Updating for Health Occupations Teachers.
PUB DATE- 8 Dec 85
NOTE- 9p.; Paper presented at the American Vocational Association Convention (Atlanta, GA, December 8, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Allied Health Occupations Education; Clinical Experience; *Cooperative Programs; Faculty Development; *Health Facilities; Hospitals; Inservice Teacher Education; *Teacher Improvement; Vocational Education; *Vocational Education Teachers
IDENTIFIERS- *Linkage
When health occupations teachers are not able to leave their teaching jobs to obtain much needed clinical updating, alternatives must be found. The method of linking with local health care facilities to provide clinical updating for health occupations teachers is not perfect and has not been rated as the most effective. Clinical updating workshops do, however, provide teachers with experiences to which they might not otherwise have access because of their involvement with the supervision of their students. The Florida Department of Education offers summer updating workshops in five regions of the state. Participants design their own course of study based upon their own needs. They are also required to complete a course project usually involving the development of lesson plans and related materials to be used in their programs. From the participants' point of view, this method meets their needs and provides them with useful information that they can incorporate in their curriculum. (YLB)

ED 284 074 CE 047 913

Resourcing Adult Literacy and Basic Skills.
Adult Literacy and Basic Skills Unit, London (England).
REPORT NO.- ISBN-0-906509-82-3
PUB DATE- Jan 87
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Adult Basic Education; *Adult Literacy; Developed Nations; Educational Development; *Educational Planning; Foreign Countries; *Literacy Education; Program Development; *Program Implementation
IDENTIFIERS- Great Britain
This discussion document provides detailed guidance on the resources needed to provide high quality learning opportunities for adults who want to improve basic communication skills. Background material is provided on the size of the literacy problem, the response of educators, the level of resources allocated for adult literacy and basic skills, and the determination of necessary resources. The need for a plan of development in every local education authority is emphasized. Other topics addressed include staffing, adult literacy and basic skills provision, learning materials, staff development and training, publicity and recruitment, and the development of learning opportunities provision. An appendix summarizes a discussion document entitled "Organising Provision: Good Practice in Adult Literacy and Basic Skills." (YLB)

ED 284 088 CG 020 021

Creamer, Don G.
Key Issues in the Practice of College Student Personnel: A Commitment to Excellence.
PUB DATE- 1 May 87
NOTE- 23p.; Paper presented at the Annual College Student Personnel Conference (50th, Commerce, TX, May 1, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; Higher Education; *Professional Development; *Professional Personnel; *Student Development; *Student Personnel Services; Student Personnel Workers; Student Welfare
IDENTIFIERS- *Excellence
The first "Student Personnel Point of View" (1937) still stands as the premiere statement of excellence for the student personnel profession. Several propositions are requisites to achieving the goal of development in students. Students, professional staff, and institutions must all achieve their goals. The environment must be developmental and inquiry into the nature of students, environment, and student-environment interaction must be encouraged. Student involvement should be encouraged and interaction among participants must be meaningful. Finally, a balance between education for life and education for work must be achieved. Key issues in excellent practice center around professional skills, leadership, adaptation of practice to setting, aligning college student affairs with liberal arts, teaching, distinguishing between service and developmental goals, sex discrimination in the field, and training and consultation strategies. To help achieve excellence, each professional must assume responsibility for his/her knowledge and conduct, be open to change in the application of skills and knowledge, adopt a spirit of experimentation, and evaluate programs against standards of excellence. Professionals are encouraged to form a vision, translate it into goals, articulate the goals, marshall resources, generate support, advocate goals, demonstrate how implementation of ideas will solve problems and respond to felt needs, and employ multiple strategies. (NB)

ED 284 102 CG 020 035

Carlucci, John P.
Increasing Elementary School Parent(s) Implementation of Academic and or Social Recommendations from Psychological Evaluations by Utilizing a Three Stage Telephone Follow Up Process.
PUB DATE- 87
NOTE- 63p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Academic Achievement; *Behavior Problems; Elementary Education; *Elementary School Students; Interpersonal Competence; *Learning Problems; *Parent Participation; Parent Role; Parent School Relationship; Psychological Evaluation; *School Psychologists; *Skill Development; Student Needs; Student Problems
This document describes a practicum designed to increase elementary school parents' implementation of academic and/or social skills recommendations from a school psychologist who performed psychoeducational evaluations. It notes that, when students were referred to the school psychologist, the psychologist would perform an evaluation, interpret results to parents, and make recommendations. Documentation is presented showing that many parents did not implement the recommendations. A strategy chosen to increase parent compliance is described in which the school psychologist convened a post-evaluation conference; made three telephone follow-up contacts at 6, 8, and 10 weeks after the original conference; and mailed a parent opinion questionnaire to parents 12 weeks after the original conference. An evaluation of this follow-up procedure is presented which found that: (1) 80% of the parents implemented 76% of the academic recommendations; (3) all parents implemented 50% of the social skills recommendations;

and (4) all parents responded positively to 93% of the items on the parent questionnaire. The Parent Opinion Questionnaire and other relevant materials are appended. (Author/NB)

ED 284 158 CG 020 091

Miller, Beth R.
Seeing the World through Your Teenager's Eyes.
PUB DATE- Jan 87
NOTE- 6p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Adolescent Development; Adolescents; *Child Rearing; Coping; One Parent Family; *Parent Child Relationship; Parent Education; *Parenting Skills; Parents; *Perspective Taking; Social Support Groups; Stress Variables
This paper was written for parents, especially for single parents, of adolescents. It begins with a very brief parental projection task in which the parents can identify likes and dislikes about themselves and their teenage children. Parents are then led through a tour of a teenager's brain, examining in lay terms the areas of adolescent egocentrism, adolescent self-consciousness, peer influence, the adolescent's "personal fable," coping strategies, and risk-taking behavior. Parent-child relationships are examined in another tour, this one featuring mother, father, and adolescent son in a family room. Family coping strategies and effective parenting techniques are illustrated. The paper concludes by suggesting that parents: (1) set up a support network of friends, clergy, crisis centers, and others that parents can call in time of stress; (2) attend classes, seminars, and workshops about parenting teenagers; (3) join a parent support group; and (4) read about parenting and about adolescents. Finally, parents are urged to remember that they are the experts in regard to their own children. (NB)

ED 284 199 CS 008 899

Monfort, Mary; Stephens, Frances
A Research Study on Discriminating Factors Predominate in Disabled and Non-Disabled Readers.
PUB DATE- 86
NOTE- 21p.; Paper presented at the Annual Meeting of the National Reading Conference (36th, Austin, TX, December 2-6, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Child Development; Developmental Stages; Elementary Education; Family Environment; Predictive Measurement; *Reading Ability; *Reading Diagnosis; *Reading Difficulties; Reading Research; Reading Skills
A study examined whether non-disabled and disabled readers could be differentiated significantly on specifically stated criteria. The more than 70 variables for investigation included personal data, genetic predisposition, developmental milestones, medical history, psycho-social history, and educational background. Subjects were 302 central Oklahoma children from 7-13 years old, whose parents completed a comprehensive questionnaire about them. The non-disabled readers were chosen from five separate school districts, while the disabled readers were chosen randomly from the files of the Central State University Reading Clinic. Results indicated that these two specific groups could be differentiated on the basis of the measures obtained from the variables. Thirty-three of the variables could significantly differentiate the disabled reading group from the non-disabled reading group, and 13 of those had predictive values, including preschool reading ability, parents' educational level, nervous habits, attentiveness, and gender. Findings suggest that case histories of child development are useful for their predictive qualities. (Tables of data are included, and references are attached.) (NKA)

ED 284 226 CS 210 595

Yawkey, Margaret L.; Yawkey, Thomas D.
An Investigation of the Effects of Forms of Imaginative Play on Language Development and Language Comprehension in Young Children.
PUB DATE- 79
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Child Language; *Comprehension; Developmental Stages; Dramatic Play; *Language Acquisition; *Language Processing; Language Research; *Oral Language; *Play; Primary Education; Sex Differences; Young Children
A study investigated the effects of symbolic play treated as a mediator for increasing language comprehension and facilitating oral language growth. The study included two aspects of language: language comprehension and language development. Independent variables were forms of play--puppet action, body action, abstract (imagined) action, and no action (control); age; and sex. Dependent measures were cloze comprehension, 10-item measures for language comprehension, and the students' connected discourse scored t-units for language development. Subjects were 80 five-year-olds and 80 seven-year-olds. After no significant main or interaction effects on preassessment language measure between the factors were found and after the treatments were completed, major findings were as follows: (1) on the cloze measure of language comprehension, children in the body action play group received significantly higher mean scores than did those in the abstract action play and control groups; (2) on the question measure of language comprehension, five-year-olds in the puppet action and body action play groups received significantly higher mean scores than did the five-year-olds in the abstract action and play groups; and (3) on the t-unit measure of language development, the seven-year-olds received significantly higher mean scores than did the five-year-olds. There were no significant effects for sex. (Author/HTH)

ED 284 266 CS 210 711

Bean, Wendy; Bouffler, Chrystine
Spell by Writing.
Primary English Teaching Association, Rozelle (Australia).
REPORT NO.- ISBN-0-909955-69-7
PUB DATE- 87
NOTE- 97p.; Photographs may not reproduce well.
AVAILABLE FROM- Business Manager, Primary English Teaching Association, PO Box 167, Rozelle, New South Wales 2039, Australia ($10.50 member, $13.00 nonmember, Australian currency).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Books (010) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Education; Foreign Countries; Individualized Instruction; *Process Education; Reading Writing Relationship; *Spelling Instruction; Student Writing Models; Teacher Student Relationship; *Teaching Methods; *Writing Exercises; Writing Processes; Writing Readiness; Writing Research; Writing Skills
IDENTIFIERS- Australia; Teacher Student Conferences; *Whole Language Approach

Specifically intended to address the teaching of spelling, this description of an elementary school program in Australia deals with many of the pedagogical problems that arise in whole language classrooms, and suggests ways for teachers to integrate a process approach to spelling with process writing to create a total language program. Following an introduction on certain teaching challenges--finding conference time with children, providing constructive feedback, and teaching spelling without relying on traditional drill and practice--the first chapter sets up the book's theoretical orientation, that language is a social interaction system. Chapter 2 explores language and spelling development, and reveals that an understanding of how children use strategies to go about learning to spell can lead schools to give up on quota systems and required spelling lists. The focus of Chapter 3 is on creating contexts for writing and the development of standard spelling, while ways of getting started with writing and spelling are presented in Chapter 4. The fifth chapter concentrates on composing as the connection between reading and writing, while the sixth chapter covers editing and different ways of handling the conferencing process. Proofreading and spelling are examined in Chapter 7, where strategies and techniques for teaching standard spelling are discussed. Chapter 8 deals with assessment and reporting of children's writing, and Chapter 9 draws conclusions and discusses changes in classroom management resulting from the whole language program. Sample lesson plans for teaching strategies discussed in the text are included in many chapters, and a list of references concludes the description. (SKC)

ED 284 306 CS 505 635

Ticku, Ravinder; Phelps, Greg
Technological Imperatives: Using Computers in Academic Debate.
PUB DATE- 23 Jun 87
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Research/Technical (143)
DESCRIPTORS- Communication (Thought Transfer); Computers; Computer Software; *Computer Uses in Education; *Debate; Educational Technology; Higher Education; *Information Storage; Persuasive Discourse; Speech Communication; Theory Practice Relationship
IDENTIFIERS- Debate Ethics; Debate Strategies; PRIME System; University of Iowa
Intended for forensic educators and debate teams, this document details how one university debate team, at the University of Iowa, makes use of computer resources on campus to facilitate storage and retrieval of information useful to debaters. The introduction notes the problem of storing and retrieving the amount of information required by debate teams using conventional methods, suggests a computer system alternative, and proposes that debaters could benefit from such computer experience. The second section explains the capabilities of the college's previous computer system. The third section details the type of program, a database, the debate team needed to store and retrieve information, while the fourth section describes sample systems, including the Apple IIe and IIc, which were found to have inadequate memory capabilities. The fifth section details the debaters' present system, which utilizes the University of Iowa's mainframe PRIME, and several programs such as MUSE, a wordprocessing program, MIDASPLUS, a database program, and several Basic/VM programs. A sixth section looks at how the system functions, and a conclusion emphasizes the need for debate teams to welcome, rather than shun, computers as a resource for debate teams. (References and diagrams are included.) (JC)

ED 283 962 CE 047 621

America's Competitive Crisis: Confronting the New Reality.
Council on Competitiveness, Washington, DC.
PUB DATE- Apr 87
NOTE- 55p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adults; Career Education; *Competition; Economic Change; *Economics; Foreign Countries; Human Resources; *International Trade; *Policy Formation; *Productivity; *Public Policy

Efforts to restore America's competitive position must proceed from an accurate definition of what competitiveness is. The U.S. competitiveness problem has three dimensions: long-standing structural problems, macroeconomic policies, and the trade and economic policies of foreign countries. The long-term erosion of U.S. competitiveness is suggested by the behavior of several different indicators: wages, income, and profit; productivity; merchandise trade; current account; technology; human resources; and capital formation. Growing acknowledgment of the competitiveness problem increases the likelihood of new policy initiatives. To create an environment that is conducive to private sector productivity, government must undertake a number of steps: making a sustained and substantial reduction in the federal budget deficit, developing policy initiatives to strengthen the international trading environment, making domestic trade policy a national priority, making technology a continuing competitive advantage, and creating policies to improve America's human resources. U.S. corporations, colleges and universities, and labor unions have a primary responsibility for restoring American competitiveness. (YLB)

ED 283 975 CE 047 643

Rehabilitation Associate Training for Employed Staff. Instructional Activities Manual (Supplement).
Ellsworth Community Coll., Iowa Falls, IA.; Wisconsin Univ.-Stout, Menomonie. Stout Vocational Rehabilitation Inst.
SPONS. AGENCY- Rehabilitation Services Administration (ED), Washington, DC.
PUB DATE- 84
NOTE- 47p.; For related documents, see CE 047 642-655.

AVAILABLE FROM- Materials Development Center, Stout Vocational Rehabilitation Institute, University of Wisconsin-Stout, Menomonie, WI 54751.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Counselor Training; Daily Living Skills; Developmental Disabilities; Inservice Education; Learning Activities; *Mental Retardation; Postsecondary Education; Rehabilitation Centers; *Rehabilitation Counseling; *Sheltered Workshops; *Staff Development; Task Analysis; Teaching Methods; Vocational Adjustment; *Vocational Rehabilitation; Workshops

This manual provides additional instructional activities for teachers/trainers to use for in-service training of persons who work with mentally retarded, learning disabled, and handicapped clients. The first part of the booklet discusses standard learning activities, such as open discussion, games, modeling, role-playing, and debates. The rest of the booklet contains learning activities specific to four curriculum areas: task analysis, work adjustment, production methods, and production supervision. Each learning activity includes information on purpose, duration, materials needed, instructions for carrying it out, worksheets, tests, and answers to tests. (KC)

ED 283 990 CE 047 658

Harden, Neva N.
Starting Out...A Job-Finding Handbook for Teen Parents.
New Mexico Univ., Albuquerque. Dept. of Technological and Occupational Education.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Oct 86
NOTE- 75p.
CONTRACT- G008402002
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Adolescents; Budgeting; Day Care; *Early Parenthood; Employment Interviews; *Employment Potential; Guides; Job Application; *Job Search Methods; Job Skills; *Money Management; Secondary Education; Vocational Interests; *Work Attitudes
This practical guide is designed to provide teen parents with skills that will prepare them for the working world. The first section on job skills focuses on the steps in the job-finding and keeping process. It covers job interests, job search, social security, writing a resume, resources, job-finding tools, job interviews, application forms, W-4 forms, good work habits, summer jobs, and odd jobs for extra money. The second section addresses managing the future. It provides information on getting an education, checking accounts, money management and budgeting, housing and utilities, and day care. A resource directory is appended. (YLB)

ED 284 280 CS 210 729

Stone, Vernon A.
News Directors Look Back at Their Education.
PUB DATE- 2 Aug 87
NOTE- 15p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (70th, San Antonio, TX, August 1-4, 1987).

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Broadcast Industry; Business Education; *Education Work Relationship; Higher Education; *Journalism Education; Legal Education (Professions); *News Reporting; News Writing; Radio; Social Studies; Television; *Writing Instruction; Writing Skills
To discover what college courses of study were most beneficial to established television and radio journalists, a survey was conducted of the persons in charge of 434 television stations and 362 radio stations. The study, similar to previous studies, asked whether the journalists had attended college and where, which of their college courses they found most beneficial to their current positions, and what courses they wished they had taken more of. Results showed that the respondents believed that writing courses were the most useful in their careers, followed by various journalism courses (field reporting, editing, mass media and society, etc.), social studies, speech, business, and law courses. Many respondents noted that they would have taken more management and other business courses and social studies courses, but would not have taken more journalism courses, remarking that they had taken a sufficient number. The results also suggest that journalism majors pay more attention to fundamental journalism courses, reading, writing, and reporting, and pay less attention to learning technical skills, as those types of skills can be learned on the job. Footnotes and three tables are included. (JC)

ED 284 185 CS 008 878

Woodley, John W.
The Reading and Study Skills of College Students: A Descriptive Study.
PUB DATE- 86
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cloze Procedure; College Students; *Content Area Reading; Higher Education; *Learning Strategies; Readability; *Reading Comprehension; Reading Materials; Reading Research; *Reading Strategies; Reading Tests; Secondary Education; Skill Development; *Student Needs; *Study Skills
A study investigated the ability of university undergraduates in introductory classes to study effectively. Subjects, 64 students in a western civilization class and 68 students in a sociology class at a moderately sized comprehensive university in a northern plains state, were administered a cloze passage constructed from the textbook being used, as well as a study skills inventory questionnaire relating to reading strategies. Results of the cloze passage procedure clearly indicated that the reading assignments were written at the frustration reading level for students who were expected to read and learn from them, suggesting that the students would need to develop effective study skills--such as practical reading strategies--to deal with the technically difficult material assigned in their classes. Results of the study skills inventory indicated that either the students' strategies for underlining or taking notes during reading were considerably less effective than their strategies for notetaking during lectures, or that they simply had not read the assigned materials. Findings showed that strategies and techniques to help students with content area reading would be most effective if taught at the secondary school level and continued at the university level. (Tables of data are included, and references are appended.) (NKA)

ED 283 935 RESOURCES IN EDUCATION (RIE) VOL. 22, NO. 12 FROM: ED 284 321
2 OF 6 EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) TO : ED 284 718
DOCUMENT OFFICE OF EDUCATIONAL RESEARCH & IMPROVEMENT
RESUMES U.S. DEPARTMENT OF EDUCATION, WASHINGTON, D.C. DECEMBER 1987

ED 284 334 EA 019 539

Cranton, P. A.
Instructional Development for Clinical Settings.
PUB DATE- 87
NOTE- 15p.; Paper presented at the Annual Meeting of the Canadian Society for Studies in Education (Hamilton, Ontario, Canada, May 31-June 3, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Clinical Teaching (Health Professions); Course Organization; *Educational Theories; Foreign Countries; Goal Orientation; *Health Occupations; Higher Education; Instructional Materials; Research Needs; Student Evaluation; *Teaching Methods
IDENTIFIERS- *McGill University (Canada)
Clinical teaching involves instruction in a natural health-related environment which allows students to observe and participate in the actual practice of the profession. The use of objectives, the sequence of instruction, the instructional methods and materials, and the evaluation of student performance constitute the components studied in previous research. A study conducted at McGill University (Canada) attempted to integrate data to formulate a theoretical framework. Forty-one students; 14 clinical instructors; and 5 classroom instructors in nursing, dentistry, and physiotherapy participated in the study. Observations of clinical teaching; questionnaires completed by clinical students; and interviews with physiotherapy students, clinical instructors, and classroom instructors provided the data. The results revealed that neither instructors nor students were generally preoccupied with the use of objectives; sequencing, or organization, was a chief concern; the instructional methods were effectively and consistently employed; the materials were discipline-specific; and student evaluation was a concern. A course for clinical instructors, videotaped analyses, and instructional design segments contributed by participants confirmed the relevance of each element. More research is required to advance from descriptive models toward a theory of clinical instruction. (RG)

ED 284 348 EA 019 555

Adams, Charles F.; Ambrosie, Frank
Improving Educational Quality: A Role for the Regional Educational Agency.
PUB DATE- Apr 87
NOTE- 90p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Standards; *Education Service Centers; Elementary Secondary Education; *Low Income Counties; *Minimum Competencies; *Regional Cooperation; *Regional Programs; State Departments of Education
IDENTIFIERS- *New York
New York State has embarked on a major effort to enhance the quality of public schooling. All schools must develop curricula ensuring that students meet minimal performance standards and provide remedial programs for those who do not. Because many school districts with low enrollments or low wealth are having difficulty complying with Board of Regents requirements, the Board of Cooperative Educational Services (BOCES) is expanding its educational delivery process to include direct academic instruction. While the number of school district requests for cooperative programs is relatively low, the new Regents requirements are only in their second year, and many academic standards provisions do not take effect until 1989. The results of a survey administered to 50 percent of the state's local superintendents show that the majority support the quality, necessity, and cost-effectiveness of BOCES services. As the compliance deadline approaches, many of the smaller and poorer districts will turn to the BOCES for assistance as they have done in the past for educational programs for handicapped students, occupational education services, and high cost instructional support services. The BOCES will undoubtedly become one important vehicle for educational improvement at the local school district level, for without them, the Regents' action plan is doomed. Two sets of data analyses are contained in the extensive appendix. The first set of analyses of BOCES survey responses is made up of cross tabulations; the second set is a frequency distribution of all responses to each item on the questionnaire. (MLH)

ED 284 361 EA 019 576

Oregon Pupil Transportation Manual. 1987 Revised Regulations and Responsibilities.
Oregon State Dept. of Education, Salem.
PUB DATE- 87
NOTE- 86p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Compliance (Legal); Elementary Secondary Education; *Noninstructional Responsibility; Personnel Policy; Resource Materials; *Safety; Safety Education; *School Buses; *State Legislation; State School District Relationship; Student Needs; Student School Relationship; *Student Transportation
IDENTIFIERS- *Oregon

This manual provides school bus drivers and school officials in Oregon with material relating to safe and efficient school transportation. The guide is not intended to take the place of motor vehicle laws or school laws, but is a reference for questions that arise in connection with the school bus driver's job. Chapter 1 enumerates laws governing pupil transportation, including the Oregon Revised Statutes covering pupil transportation permitted, school bus markings, school activity vehicles, stopping and parking prohibitions, responsibilities of the Department of Education, speed laws, and license plates. Chapter 2 lists regulations governing pupil transportation administration in the following areas: illegal operation; transportation policy required; maintenance; seating; pupil instruction; equipment updating; driver training; used buses; rebuilding buses; special vehicles; and accident reporting. Chapter 3 covers Oregon Administrative Rules governing pupil transportation operation, which include bus driver training and licensing, vehicle inspection, behavior of pupils riding school buses, and regulations governing bus drivers. Advisory material is presented in chapter 4, which details such topics as additional regulations, liability, accidents, first aid, student management, emergency drills, transporting the handicapped, and information for administrators and parents. Diagrams illustrate operating techniques, proper turns, and use of lights and warnings. (CJH)

ED 284 374 EC 192 785

Gifted and Talented Education Program. E.C.I.A. Chapter 2. Final Evaluation Report.
District of Columbia Public Schools, Washington, DC. Div. of Quality Assurance.
PUB DATE- Aug 86
NOTE- 55p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Curriculum Enrichment; Elementary Secondary Education; *Enrichment Activities; *Gifted; Information Dissemination; Language Arts; Mathematics; *Program Effectiveness; *Program Evaluation; Student Attitudes; *Summer Programs; Talent Identification
IDENTIFIERS- *District of Columbia; Olympics of the Mind

This report presents information about the effectiveness of the District of Columbia's Gifted and Talented Education Program. Primary objectives included: information dissemination about the program within the school system and the community; continued above average academic performance and creativity of participating students and their participation in the "Olympics of the Mind" competition; and demonstration of creativity and high interest by students attending a 4-week Gifted and Talented Summer Experience. Evaluation findings include: continued above average performance of grades 3, 6, 7, 8, and 9 students in language arts and mathematics; 71 percent participation of the gifted and talented programs in the Olympics of the Mind competition; participation and demonstrated high interest of 300 students in the Summer Experience; and information dissemination through newsletters, flyers, interviews, and meetings. It is recommended that further research examine the identification process at the junior high school level and differences between students who demonstrate exceptional potential for superior performance and those who demonstrate superior performance. Appendices present: the evaluation model schema; a list of participating schools; student scores and percentile ranks on the Comprehensive Tests of Basic Skills; agendas for the Olympics competition; information about Summer Experience courses and student interest in the Summer Experience; and a student attitude scale. (CB)

ED 284 388 EC 200 205

Ysseldyke, James E.; And Others
Policy Analysis of Screening and Referral for Early Childhood Special Education Programs. Research Report #11. Early Childhood Assessment Project.
Minnesota Univ., Minneapolis.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Sep 86
NOTE- 40p.; For other reports in this series, see EC 200 204-209.
GRANT- G008400652
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Comparative Analysis; *Disabilities; Early Childhood Education; Educational Diagnosis; *Handicap Identification; *Referral; Regional Characteristics; *School Policy; *Screening Tests; *Special Education; Student Evaluation
Ecological case study methods were used in four early childhood special education (ECSE) screening programs to identify factors influencing outcomes of screening. Observations, interviews, file searches, and parent surveys were used to obtain multidimensional descriptions of ECSE programs, including outreach, screening, and referral practices. Two outcomes of screening were used as benchmarks for comparing programs: the percentage of eligible preschoolers screened (participation rate); and the percentage of screened children referred for further developmental assessment (referral rate). Results indicated that screening and referral practices varied considerably among programs, although few practices consistently influenced screening outcomes. Participation rates were clearly related to school district size and the accessibility of screening to the public. Referral rates were most obviously influenced by screening purposes, second-level referral decisions, separate speech/language referral criteria, and subjective judgment. Relationships among community agencies influenced both participation and referral rates. Considerations and guidelines are presented for evaluation and improvement of ECSE screening programs. (Author)

ED 284 402 EC 200 220

Hofmeister, Alan M.; Ferrara, Joseph M.
Artificial Intelligence Applications in Special Education: How Feasible? Final Report.
Utah State Univ., Logan.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Jun 86
NOTE- 153p.; For related document, see EC 200 221.
GRANT- G008400650
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Articulation Impairments; *Artificial Intelligence; Behavior Disorders; Behavior Problems; Classification; Computer Managed Instruction; Computer Software; *Computer Uses in Education; Decision Making; *Disabilities; Elementary Secondary Education; *Expert Systems; *Handicap Identification; Individualized Education Programs; Instructional Development; Learning Disabilities; *Special Education; Systems Development
The research project investigated whether expert system tools have become sophisticated enough to be applied efficiently to problems in special education. (Expert systems are a development of artificial intelligence that combines the computer's capacity for storing specialized knowledge with a general set of rules intended to replicate the decision-making process of a human expert.) To assess the feasibility of the technology, a series of prototypes was developed, in which a range of expert system development software tools and hardware systems was used. These prototype systems, which sampled administrative assessment and instructional problems, addressed: (1) classification of students as learning disabled; (2) classification of students as behaviorally disturbed; (3) classification of students as intellectually handicapped; (4) classification of students as having articulation problems requiring special education; (5) advice to teachers planning specific procedures to deal with behavior problems (Behavior Consultant); and (6) development of a second opinion of the appropriateness of the decision-making process used in the development of Individualized Education Programs (Mandate Consultant). Additional data are presented on the two prototypes that were taken through more extensive development and field testing. It was concluded that a need for the technology exists in special education and that it is possible to develop practical expert systems with the tools and research and development resources presently available. Nine appendixes comprising the bulk of the document are concerned with expert systems in relation to such topics as: (1) individual education program planning; (2) diagnosing, classifying, and treating learning disabled students; and (3) evaluating the development of such systems in education. (KM)

ED 284 416 FL 016 412

BILC Report 1985.
Defense Language Inst., Monterey, Calif.
PUB DATE- 85
NOTE- 59p.; Prepared by the Academic Advisory Council.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; Communicative Competence (Languages); Correspondence Study; Curriculum Development; *Information Dissemination; *Institutes (Training Programs); *Instructional Development; *International Organizations; *Second Language Instruction
IDENTIFIERS- *Bureau for International Language Coordination; *Defense Language Institute

This volume presents a report about the Bureau for International Language Coordination (BILC). A brief description is presented of the BILC, whose major responsibilities are (1) to disseminate information to participating countries on developments in the field of language training and (2) to convene an annual conference of participating nations to review the work done in the coordination field and in the study of particular language topics. Following a brief synopsis of the 1985 BILC conference, two articles are presented: "Identifying and Controlling Major Parameters Governing the Duration of Military Language Training, Specifically: Aptitude, Self-Study and Course Format" (Renzo Titone); and "Toward Communicative, Skill-Oriented Language Courses (Ideas on the Development of Appropriate Curricula)" (J. Rohrer et al.). A report delivered at the 1985 conference, "Defense Language Institute Foreign Language Center Nonresident Courses" (Vu Tam Ich) and annual reports of three centers--the Defense Language Institute Foreign Language Center, the Defense Language Institute Foreign Service Institute, and the Defense Language Institute English Language Center--conclude the document. (CB)

ED 284 432 FL 016 823

Wojcik, Richard
Against the SVO Hypothesis for VSO Languages.
PUB DATE- Dec 86
NOTE- 23p.; Paper presented at the Annual Meeting of the Linguistic Society of America/American Association for Applied Linguistics (New York, NY, December 27-30, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Form Classes (Languages); *Language Typology; Language Universals; Phrase Structure; *Sentence Structure; Structural Analysis (Linguistics); Surface Structure; *Syntax; Uncommonly Taught Languages; *Verbs; *Welsh
IDENTIFIERS- *Breton
The typology of VSO (verb-subject-object) languages cannot be explained in terms of the syntactic theory (Government and Binding theory) that governs the more common SVO languages. It is considered that VSO languages might be derived from underlying SVO structure. This idea, known as the SVO Hypothesis, is presented as a paradigm to which examples of two VSO languages are applied: Welsh and Breton. The evidence that makes the SVO Hypothesis inapplicable to Welsh is the language's obligatory fronting of the auxiliary verb over the main verb and the automatic groupings of proper constituents of verb-fronted structures (VPs) that lack a verb. The SVO Hypothesis cannot be applied to Breton since its main verbs move left of the subjects even when an inflected auxiliary verb is present; its main verbs are positioned separately from the direct objects; and its copula verbs play the role of the auxiliary verbs by moving to the left of the main verb which is always left of the subject. The syntactic theory proposed in the SVO Hypothesis presents richly detailed observations about the behavior of syntactic constituents but continues to have difficulty in applying these behaviors to VSO languages. (TR)

ED 284 462 HE 020 499

Six Institutions Removed from AAUP Censure List, Four Added to List, Reducing the Total Number to 47. AAUP News Release.
American Association of Univ. Professors, Washington, D.C.
PUB DATE- Jun 87
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Freedom; *College Faculty; *Employment Practices; Higher Education; *Personnel Policy; Private Colleges; State Colleges; Teacher Associations; *Tenure
IDENTIFIERS- *American Association of University Professors; Catholic University of Puerto Rico; *Censure; Central State University OH; Clark College GA; Goucher College MD; Husson College ME; Jackson State University MS; McKendree College IL; Morehead State University KY; Morgan State University MD; Southern Nazarene University OK; Southern University LA; Tennessee State University; Tennessee Wesleyan College

Information on six colleges that were removed from the American Association of University Professors' (AAUP) list of censured administrations and four colleges that were added to the censured list is presented. Censure, following an investigation of a particular case, informs the academic community that the college's administration is not observing generally recognized principles of academic freedom and tenure. The authorities at the six schools agreed to reinstatement or acceptable financial payment for professors whose services were terminated in violation of these principles. They also agreed to changes in official policies to prevent future violations. The texts of the recommendations concerning censure are included for each college. The six schools that were removed from the censure list are: Southern University, Tennessee Wesleyan College, McKendree College, Goucher College, Morehead College, and Clark College. The schools that were added to the censured list are: Southern Nazarene University, Morgan State University, Catholic University of Puerto Rico, and Husson College (Maine). Additional cases that are being investigated at Jackson State University (Mississippi), Central State University (Ohio), and Tennessee State University are also discussed. (SW)

ED 284 490 HE 020 569

Edwards, Janine C.; And Others
Teaching Residents to Teach Medical Students: An Experimental Study.
SPONS. AGENCY- National Fund for Medical Education, Cleveland, Ohio.
PUB DATE- 21 Apr 87
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-25, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Clinical Teaching (Health Professions); Feedback; *Graduate Medical Students; Higher Education; *Instructional Improvement; Teacher Effectiveness; *Teacher Evaluation; *Teaching Skills

The question of whether clinical teaching skills could be improved during the first 2 years of postgraduate medical education was studied with 23 residents. Nine of the residents were the control group who received no instruction/feedback. The 14 residents in the experimental group completed a half-day workshop that included lecture and discussion of teaching skills and role-playing. The experimental group residents also made two videotapes of teaching encounters and critiqued their videotapes with supervisors. Residents who did not attend the workshop made two videotapes during the same time period, but received no critique or feedback. Trained raters used videotapes to rate teaching skills of all 23 residents, with attention to: communicating objectives, directing attention during the case presentation, formulating the differential diagnosis, expanding the case, managing the case, giving feedback, learning climate, and overall teaching quality. Resident's clinical teaching skills improved with instruction and feedback but declined after instruction ceased. Periodic reinforcement is recommended to maintain improved teaching skills. (SW)

ED 284 505 HE 020 592

Maxwell, Philip
Off Campus MBA's: A Report on Three Pioneer Programs. Occasional Paper No. 80.
Deakin Univ., Victoria (Australia). School of Management.
REPORT NO.- ISBN-0-7300-0220-9
PUB DATE- Jul 85
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Business Administration Education; College Programs; *Comparative Education; Computers; Discussion Groups; *Distance Education; *Educational Quality; Foreign Countries; *Graduate Study; Higher Education; Library Facilities; Program Descriptions; Teacher Student Relationship
IDENTIFIERS- *Deakin University (Australia); *University of South Africa; University of Strathclyde (Scotland)
Major issues that must be addressed by colleges and universities that offer Master of Business Administration (MBA) programs on a distance basis are discussed. Three distance MBAs programs currently in operation are also compared: those of Deakin University in Australia, the University of South Africa, and the University of Strathclyde in Great Britain. To provide a quality MBA degree to off-campus students, it is necessary that external instruction and the student learning experience in the key disciplines and functional areas are of a similar standard to that provided in other recognized MBA programs. Another requirement is that subjects of advanced levels are integrated. Since many distance MBA students are employed in managerial positions they can apply what they learn in their studies. MBA courses in the distance mode must address the issues of interaction between staff and students, group interaction between students, and access to library and computer facilities. Information is provided on key structures of the three MBA programs, including the number of staff, first year student intake, and the program emphasis for each year. Entry requirements for the programs are identified, along with student characteristics. (SW)

ED 284 519 HE 020 649

Garland, Peter H.
A Critical Need for College Student Personnel Services. ERIC Digest.
Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-HE-86-2
PUB DATE- 86
NOTE- 3p.; This digest is a summary of "Serving More Than Students: A Critical Need for College Student Personnel Services" (ED 267 678).
CONTRACT- 400-86-0017
AVAILABLE FROM- ERIC Clearinghouse on Higher Education, George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036 (free with stamped, self-addressed envelope).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Strategies; College Administration; College Planning; *College Students; Higher Education; *Leadership Responsibility; Professional Development; *Staff Role; *Student Development; *Student Personnel Services; *Student Personnel Workers
IDENTIFIERS- ERIC Digests
The efforts of student affairs aimed at improving quality of life, integrating new student groups, and attracting and retaining students are becoming critical to colleges and universities. Student affairs organizations can respond to the changing conditions and take a leadership role in new institutional strategies; they can become "integrators" of goals within the institutions, building stronger bridges to the academic and administrative communities. Student affairs professionals must possess a wider repertoire of skills, adding general management and planning skills to traditional human relations skills. This widened role has implications for the preparation of continuing professional education of individuals in the profession, and graduate programs must adapt to changing needs. (LB)

ED 284 532 IR 012 775

Eisenberg, Michael
Changing Roles of the Media Specialist. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 87
NOTE- 4p.
CONTRACT- 400-85-0001
AVAILABLE FROM- ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244 (free while supply lasts).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Curriculum Development; *Educational Technology; Elementary Secondary Education; Instructional Design; *Librarians; Library Collection Development; *Library Instruction; *Library Role; Library Services; Literature Appreciation; *Media Specialists; Reference Services
IDENTIFIERS- ERIC Digests

The traditional role of the school librarian encompassed collection development, reading guidance and literature promotion, and reference. Over time these functions have expanded and participation in carrying out functions has become more active. For instance, the teaching role of the library media specialist is a dramatic and far-reaching extension of the traditional function of reference and information services. Another trend is a disparity in perceptions of the role of library media specialists between members of the profession and others, as well as between the professional literature and actual practice. New technologies, the information explosion, and recent emphasis on lifetime learning are contributing to the importance of modern school media specialists in education, and a definable role is emerging that is responsive to a changing world even though it is based on traditional functions. This role includes: (1) collection management based on a unified media concept; (2) promotion of literacy and guidance in the use of media; (3) teaching information skills for an information society; (4) acting as a change agent in the schools through awareness of new technology and consultation on curriculum and instructional design; and (5) assuming information management responsibilities beyond the walls of the centralized library media facility. Nineteen references are listed. (MES)

ED 284 547 IR 052 013

Huttemann, Lutz, Ed.; Inganji, Francis K., Ed.
Use of Computers in Information Handling. Report of the DSE/PADIS Training Workshop (Nairobi, Kenya, April 21-May 2, 1986).
German Foundation for International Development, Bonn (West Germany).; Pan-African Documentation and Information System, Addis Ababa (Ethiopia).
REPORT NO.- DOK-1346-A/a; GP-25-34-86
PUB DATE- Aug 86
NOTE- 143p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Databases; Developing Nations; *Documentation; Foreign Countries; Information Networks; Information Retrieval; *Information Services; *Information Systems; Library Automation; *Online Systems; Regional Cooperation; *Training; Training Objectives; User Needs (Information); Workshops
IDENTIFIERS- *Africa (East); *Africa (South)
This workshop attended by 21 participants from 13 countries was designed to promote the use of computerized information and documentation services in the eastern and southern African subregion, and increase the exchange of experiences of the personnel involved in the field. The full text is provided for the following papers presented at the workshop: (1) "PADIS (Pan-African Documentation and Information System) Training Program--Objectives and Coverage" (F. K. Inganji); (2) "DSE's (German Foundation for International Development) Contributions towards Training of Information Personnel" (L. Huttemann); (3) "Introduction to PADIS-DEV (Socio-Economic Development Component)" (B. Teshager); (4) "Background Paper for INFOTERRA Briefing" (W. Y. Lee); (5) "The Population Information Network for Africa (POPIN-Africa)" (P. G. Amonoo); (6) "MINISIS--An Integrated Set of Information Systems for Information Retrieval and Library Management" (K. T. Mavuba); (7) "PADIS without Computerization" (F. K. Inganji); (8) "Information Management Using Microcomputers--The Experience of ICRAF (International Council for Research in Agroforestry)" (R. Labelle);

(9) "Data Base Management" (K. T. Mavuba); (10) "Electronic Data Processing as a Tool for Smaller Information Units" (B. Brodmeier); (11) "Problems of Automating Libraries in a Developing Country--Kenya" (J. Were); (12) "User Needs and the PADIS System" (F. K. Inganji); and (13) "Regional Cooperation in Information Work" (F. K. Inganji). Analyses of participant presentations and of questionnaires completed by workshop participants are also provided. Appendices include a listing of participants and resource persons, the workshop program, a diagram of HABITAT (United Nations Center for Human Settlements) software applications, and a PADIS status report. (KM)

ED 284 561 IR 052 027

Andewelt, Roger B.
Statement of Roger B. Andewelt, Deputy Assistant Attorney General, Antitrust Division, before the Subcommittee on Monopolies and Commercial Law Committee on the Judiciary, House of Representatives, concerning H.R. 557, Intellectual Property Licensing Legislation.
Department of Justice, Washington, D.C.
PUB DATE- 30 Apr 87
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Certification; *Competition; *Federal Legislation; Innovation; *Intellectual Property; *Legal Responsibility; Patents; Research and Development; *Research Utilization; Technological Advancement; Technology Transfer
IDENTIFIERS- Antitrust Laws; Joint Venture; Proposed Legislation

The recent increased awareness of the importance to our economy of innovation and the development of new technologies has been coupled with the crafting of new legislation to increase the level of intellectual property protection available to innovators. Because one of the key methods of encouraging the efficient use of intellectual property is through licensing, it is crucial that our laws not unnecessarily discourage such licensing. Bills seeking to foster procompetitive licensing arrangements such as H.R. 557 and S. 438, as well as administration proposals such as those included in Title III of H.R. 1155 and S. 539, are intended to reassure American firms that the licensing of intellectual property will not receive hasty and harsh treatment under antitrust laws. H.R. 557 assures that only licensing arrangements proven to be anticompetitive will be held unlawful, while H.R. 1155 goes further to clarify and reform the doctrine of patent misuse and to clarify laws governing license challenges to patent validity. This legislation would strike a better balance between the rights of the patent owner and the rights of the licensee and give them greater freedom to negotiate terms that suit their needs, thus reducing the uncertainties that may now be deterring procompetitive licensing.

(KM)

ED 284 576 IR 052 043

Champion, Brian
Computer Assisted Instruction and Bibliographic Instruction: Preliminary Data on the Use of PLATO in the BI Program of the Humanities and Social Sciences Library, University of Alberta.
PUB DATE- Nov 86
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Libraries; College Freshmen; *Computer Assisted Instruction; Computer Simulation; Foreign Countries; Higher Education; *Individualized Instruction; *Instructional Effectiveness; *Library Instruction; Library Skills; Research Skills
IDENTIFIERS- *PLATO; *University of Alberta (Canada)
In response to requests from the University of Alberta Department of Computing Services for PLATO (Programmed Logic for Automatic Teaching Operations) applications in structured learning situations, a program for computer-assisted bibliographic instruction (BI) was developed. The program is divided into the following six units: (1) Introduction; (2) How to Find Books; (3) How to Find Periodicals; (4) Research Strategy; (5) Simulation 1, a hypothetical English assignment; and (6) Simulation 2, a hypothetical political science term paper assignment. Quizzes administered after the second and third units require a grade of 75% or better to proceed, and scores are assigned to performance on the simulations. To test the program, an experiment was conducted in which half the students in each English 200, 210, and 215 class viewed the PLATO program and half received traditional BI. Control group students completed questionnaires containing questions identical to those answered by the experimental group in response to the quizzes and simulation exercises. Results for the experimental group showed that these students selected many more correct answers than incorrect answers, indicating that PLATO can effectively and efficiently teach elementary and essential library skills, and that, although it has limitations, it can effectively be integrated into a comprehensive BI program. Results for the control group are not reported here. (KM)

ED 284 590 IR 052 060

Hefner, James A.; Rhodes, Lelia G.
Excellence in Education: Libraries Facilitating Learning for Minority Students.
PUB DATE- 5 Jan 87
NOTE- 30p.; In: Libraries and the Search for Academic Excellence. Proceedings of the Arden House Symposium (New York, New York, March 15-17, 1987); see IR 052 055.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Libraries; *Black Colleges; Black Education; *Black Students; Higher Education; Library Collections; Library Instruction; *Library Services; Outreach Programs; *Student Needs; User Needs (Information)
IDENTIFIERS- *Excellence in Education; *Jackson State University MS
Historical antecedents as well as contemporary social and cultural factors have impeded the Black student's quest for excellence in education. As a result, the historically Black colleges have, since their inception, existed to provide a quality education to those who have been excluded from the educational mainstream. Now that the focus of academia is on recapturing excellence in education while dealing with budgetary restraints, Black academic libraries, which have a long history of "making do and pursuing excellence," may serve as role models. Jackson State University's Henry T. Sampson Memorial Library, for example, promotes excellence with the following "action-oriented programs": bibliographic instruction; the Great Books Reading Forum; Project LAMP; Wonderful Wednesday; the FIPSE (Fund for the Improvement of Post-Secondary Education) Pilot Project; and the Science Technology Students Workshop. The Sampson Library also pursues an active collection development program; conducts outreach programs such as "The Afro-American Heritage--Viewing the Past from Mississippi," "Gowdy--Cherishing the Heritage," library programs for Upward Bound students, and the Pre-Science Major Enhancement Program; and strives to extend special services to a broad segment of students. In the future, the Sampson Library hopes to expand its teaching role in areas such as freshman orientation, the honors program, and continuing education.

(KM)

ED 284 603 JC 870 330

Mikolji, B. H.; Plough, T. R.
A Dual or Segmented Curriculum for Higher Technical and Professional Education.
PUB DATE- 86
NOTE- 29p.; Materials originally developed for a presentation at the International Conference on Improvement in University Teaching (Heidelberg, West Germany, July 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; College Transfer Students; Comparative Analysis; Educational Background; Higher Education; *Humanities; *Knowledge Level; *Liberal Arts; School Surveys; *Technical Institutes
IDENTIFIERS- *Rochester Institute of Technology NY
The educational literature provides extensive evidence of concern with the issue of an integration of humanities and social sciences within higher education to meet the requirements of modern technology and society. This concern is also reflected in the numerous structural and functional changes in higher education, particularly in technical professional schools, that have attempted to integrate knowledge into a new paradigm. A study was conducted at the Rochester Institute of Technology (RIT) to survey student knowledge of liberal arts subjects prior to the introduction of a structured required humanities and social sciences program. The scores achieved by the random sample of 259 students ranged from a low of 0.50 to a high of 9.67 (out of a possible perfect score of 10), with the median being 5.00 and the mean being 5.28. The mean and median scores of upper classmen, lower classmen, and transfer students closely coincided, and all standard deviations were invariably high. Student background, academic major, and timing of exposure to course material in humanities and social sciences were found to be intervening variables of significant salience. Study findings lead to suggestions for the restructuring of curricula and the rearrangement of instructional materials traditionally allocated to differing levels of the educational system. Three versions of the liberal arts test are included, along with data from the study. (EJV)

ED 284 617 JC 870 346

A Survey of Community College Enrollment Conducted as Part of Fee Impact Study. First Follow-Up Measure, Spring, 1985.
Field Research Corp., San Francisco, Calif.
SPONS. AGENCY- California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- Jun 85
NOTE- 434p.; For a related document, see JC 870 347.
LANGUAGE- English
EDRS Price - MF01/PC18 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Community Colleges; Day Students; *Enrollment Influences; *Enrollment Trends; Evening Students; *Fees; Grade Point Average; Minority Groups; Questionnaires; Self Supporting Students; *Socioeconomic Background; State Surveys; *Student Characteristics; Student Educational Objectives; Student Financial Aid; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *California

Findings are presented from the first two phases of a planned, three-phase survey to assess the impact of a recently imposed mandatory fee on California community college enrollments as measured by changes in student ethnicity, income, and academic load; and on enrollment in college non-credit education. First, introductory material provides information on the research design, which involved the self-administration of mailed questionnaires by a stratified sample of 10,247 students in 1984 (prior to the imposition of the fee) and of 10,691 students in 1985 (following the imposition of the fee). This section also considers follow-up of non-respondents and statistical weighting procedures. The subsequent chapters focus on key findings in the comparison of 1984 and 1985 data, focusing on significant differences in the areas of: (1) students' income, financial dependency, and employment status; (2) financial assistance; (3) academic load and ethnicity; (4) class level; (5) socio-demographic characteristics and cumulative grade point average; (6) expenditures; and (7) reasons for attendance and future enrollment plans. Appendices provide information on the survey methodology, the survey instruments, a comparison of the survey universe and study sample, and detailed findings for both years. (EJV)

ED 284 631 JC 870 361

Easements in Texas. Teachers Instructional Packet, TIP No. 5, Spring 1985.
Texas A and M Univ., College Station. Texas Real Estate Research Center.
PUB DATE- 85
NOTE- 78p.; For other Teachers Instructional Packets in this series, see JC 870 358-372.
AVAILABLE FROM- Texas Real Estate Research Center, Texas A & M University, Blocker Bldg., College Station, TX 77843 ($2.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Business Education; Housing Industry; Instructional Materials; Laws; Postsecondary Education; *Real Estate; Real Estate Occupations; *State Legislation; Teaching Guides
IDENTIFIERS- *Easements; *Texas

Part of a series of classroom aids designed for real estate instructors, this instructional packet was developed to help real estate students understand public and private easements, which most commonly entail the right of a person (or the public) to use the land of another in a certain manner. Following an evaluation form for the packet, a summary presentation is provided covering the various types of public and private easements, how they are formed, and how they can terminate. The presentation is keyed to a series of handouts and overhead masters covering: (1) what is an easement; (2) what is a license; (3) categories of easements; (4) importance of private easements; (5) caveat on private easements; (6) in gross and appurtenant easements; (7) estates in and classifications of appurtenant easements; (8) affirmative and negative easements; (9) ways easements may arise without written expression; (10) exceptions to written requirements; (11) creating implied easements; (12) easement by estoppel; (13) basic requirements for prescriptive easements; (14) qualifications for tacking; (15) ways easements may be terminated; (16) types of private and public easements; (17) creation of public easements by statutory or common law dedication, prescription, or condemnation; (18) elements of common law dedication; (19) acceptance of dedicated public easements; (20) legal restraints on and enablement of condemnation; (21) court decisions; and (22) Texas law concerning statutory dedication of urban and rural areas. A total of 33 overhead masters are included in this packet. (AYC)

ED 284 645 JC 870 377

Study of Fee Impact: Final Report. Report No. 873.
California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- Jun 87
NOTE- 89p.; For related documents, see JC 870 346-347.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; Community Colleges; Day Students; *Enrollment Influences; *Enrollment Trends; Evening Students; *Fees; Grade Point Average; Longitudinal Studies; Minority Groups; Self Supporting Students; Socioeconomic Background; State Surveys; *Student Characteristics; Student Educational Objectives; *Student Financial Aid; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *California

The results of a study conducted to assess the impact of the recently imposed mandatory fee on California community college enrollments are presented in this report. Following a summary, background information, and materials on the timing and content of the study, findings are presented with regard to the impact of the fee on student enrollment; ethnic distribution of students; income distribution of students; distribution of full- and part-time students; changes in staffing and costs of administering fees; the availability of federal, state, and other sources of financial aid; and the administration and distribution of financial aid by the Chancellor's Office and college districts. Among the findings highlighted are the following: (1) in spite of a budget increase, credit enrollment in California community colleges declined by 7% in 1984 (nearly twice the loss which took place in colleges across the nation), indicating that the new enrollment fee did contribute to the enrollment loss; (2) few of the effects reported for 1984 in California continued into 1985; (3) in 1985, credit enrollment stabilized and there was a slight return of low-income students, which may have been due to the large second-year increase in financial aid; (4) both credit and non-credit enrollment increased in fall 1986; and (5) the Board's Financial Assistance Program had less than the expected impact in its first year, but exerted a positive impact on enrollment in the next two years. Appendices include a description of the Fee Impact Study Advisory Committee; data on enrollment and participation rates, 1980-86; national enrollment data; an analysis of district changes; data on student socioeconomics, 1984-86; and fee administration information. (EJV)

ED 284 661 PS 016 699

d'Agostino, Micheline
Early Mother-Child Interaction.
International Children's Centre, Paris (France).
PUB DATE- 86
NOTE- 39p.
AVAILABLE FROM- International Children's Centre, Chateau de Longchamp, Bois de Boulogne, 75016, Paris, France (Individual issues--$5.00 each, or 30 French Francs. A 6-issue, 1-year subscription--$20.00, or 140 French Francs).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Attachment Behavior; Birth; Day Care; Early Childhood Education; Foreign Countries; *Infants; *Mothers; *Parent Child Relationship; *Pregnancy; *Sensory Experience
IDENTIFIERS- Postnatal Influences; *Psychosocial Development
This journal issue presents an overview of mother-child interaction during the first year of the child's life. Contents of the first section, which concern the development of the mother-child relationship, focus on the concept of the maternal instinct, mother and child during intrauterine life, birth of the child, the postnatal period (including the newborn's sensory and interactional abilities), characteristics of newborns, and phases in the development of homeostasis. The second section, which deals with interaction, discusses (1) sensory systems, including touch and smell, which contribute to interaction at close range; (2) sensory systems, including sight and hearing, which contribute to interaction at a distance; (3) interaction based on taste, and (4) interaction involving all of the child's senses, such as the feeding of the child. The third section explores psychosocial development, and attachment and multiple attachments as they relate to separation and child care. Concluding remarks emphasize that the mother-child relationship develops through communication, and that the development of the child's mental life and ability to love depends upon the opportunities made available for communication. (RH)

ED 284 676 PS 016 733

Epstein, R. L.; Gamlin, P. J.
Young Children's Perception and Comprehension of Metaphorical Similarities in Pictures and in Words.
PUB DATE- Apr 87
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Ability; *Comprehension; Early Childhood Education; Foreign Countries; *Metaphors; Pictorial Stimuli; *Preschool Children; Verbal Stimuli; *Visual Perception
IDENTIFIERS- Canada; Ontario (Toronto); *Similarity (Concept)
This study was designed to determine whether children 3, 4, and 5 years of age could demonstrate their metaphorical competence equally well in words and in pictures. Previous studies which have investigated young children's metaphorical ability have often encouraged young children to make judgments of similarity which rely almost exclusively on visually apparent perceptual qualities such as shape and color. This study was concerned with whether children were also capable of understanding metaphorical similarities based on implicit, not visually apparent functional and causal resemblances as well as explicit visually apparent perceptual resemblances providing that the concepts involved were familiar to the children. The results of this study indicate that all children, regardless of age, were able to recognize and explain more metaphorical similarities in pictures than in words. Therefore it appears that the mental operations required for metaphorical comprehension become available to children sometime before the age of 3. In contrast to other studies that have indicated that young children are cognitively limited to abstracting similar perceptual features between items from different categories, this study indicates that preschool children are able to give highly appropriate explanations for connecting functionally and causally related metaphors. (Author)

ED 284 692 RC 016 096

Innovative Programs, Research & Technologies in Rural Education. Exposition 86. Proceedings of the Annual Conference of the National Rural & Small Schools Consortium (Bellingham, Washington, October 7-10, 1986).

Western Washington Univ., Bellingham. National Rural Development Inst.

PUB DATE- 86

NOTE- 1,047p.

AVAILABLE FROM- National Rural Development Institute, 359 Miller Hall, Western Washington University, Bellingham, WA 98225 ($35.00; $30.00 for quantity orders).

LANGUAGE- English

EDRS Price - MF07/PC42 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- *Curriculum Development; Delivery Systems; *Educational Innovation; Educational Research; Educational Technology; Elementary Secondary Education; Higher Education; Policy Formation; Politics of Education; Program Descriptions; Program Evaluation; *Rural Education; *Rural Environment; Rural Extension; Rural Family; School Administration; *Small Schools; Special Education; Teacher Education

Texts of speeches delivered before general sessions and abstracts of papers presented in concurrent sessions are collected in this document which also contains the conference program, a directory of presenters, and the 13 conference cosponsors' recommendations for enhancing the quality of rural and small school education. The six addresses to the general sessions are given by policy makers of the Mellon Foundation, the National Endowment for the Humanities, the U.S. Department of Education, the National Council on Vocational Education, and the National Information Clearinghouse on Handicapped Children and Youth. Topics include innovative programs, school/college collaboration, educational politics, and serving rural handicapped students. There are some 89 concurrent presentations represented by an abstract or summary or, in some cases, the complete paper with references, questionnaires, and other supporting documents. The program indicates which major conference topics apply to each presentation. The 33 conference topics include abuse/neglect/crisis intervention, administrative issues, adult learning, alternative education, creative arts, community involvement, cooperative extension programs, cross-cultural programs, curriculum and instruction, private school programs, inservice training, family programs, research in rural education, appropriate technology, new teacher needs, preservice programs, recruitment and retention practices, vocational planning, and program evaluation. (JHZ)

ED 284 706 RC 016 328

Coping with Change: Rural America in Transition. A Report of the Subcommittee on Intergovernmental Relations of the Committee on Governmental Affairs. Senate, 99th Congress, 2d Session (December 11, 1986).

Congress of the U.S., Washington, D.C. Senate Committee on Governmental Affairs.

REPORT NO.- Senate-Prt 99-214

PUB DATE- 87

NOTE- 190p.; Some tables contain small print.

AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.

LANGUAGE- English

EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Agricultural Production; *Coping; *Delivery Systems; *Economic Development; Federal Government; Futures (of Society); *Government Role; Health Needs; Health Services; Local Government; Rural Areas; Rural Development; *Rural Economics; State Government

IDENTIFIERS- *Change Analysis; Community Needs; Congress 99th; Deregulation; Farm Crisis; Infrastructure; *Intergovernmental Relations

Nineteen papers and a keynote address which were prepared for presentation at the Hubert H. Humphrey Institute of Public Affairs at the University of Minnesota are presented. Numerous intergovernmental issues associated with the current economic crisis in rural America are analyzed and a series of innovative policy responses are identified for consideration by Federal, State and local governments. These papers expand on the complement reports prepared by the Subcommittee on Intergovernmental Relations given at other hearings, and are grouped under eight broad topics: infrastructure needs in rural America--Federal, State and local responses; rural America beyond the farm--the problems of undiversified economies; economic development strategies for rual America--local responses; deregulation and rural communities--what the future holds; alternative service delivery--how it can help rural communities; foreign trade, the balance of payments, and rural economics--where the dollars have gone; economic development strategies for rural America--State and Federal responses; and,

health care--the problem of access in rural America. Graphs, charts, maps, and statistical data are included in some of the papers. (JHM)

ED 284 447 FL 016 853

Weible, David M.
Towards a Media-Specific Methodology for CALL.
PUB DATE- 82
NOTE- 18p.; In: Smith, William Flint, Ed. Modern Media in Foreign Language Education: Theory and Implementation. The ACTFL Foreign Language Education Series; see FL 016 850.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Computer Assisted Instruction; Computer Software; *Educational Strategies; *Educational Technology; Individualized Instruction; *Media Adaptation; Media Selection; Second Language Instruction; *Second Language Learning; Skill Development; Teaching Methods; Visual Aids
A review of the literature and current technology focuses on the determination of what strategies and methods are appropriate for computer-assisted language learning (CALL). A brief overview is presented regarding the historical development and non-use (to its full potential) of the computer in the education field, and particularly in the area of foreign language learning. Three unique qualities that the CALL approach offers are discussed: (1) computers are able to structure the student's interaction with the subject matter and present and teach learning strategies; (2) unlike print, computers are process-oriented, a quality that could be very helpful in avoiding the need for reliance on grammatical terminology in teaching various features of the target language; and (3) the computer is able to modify the presentation of instructional material to meet an individual learner's needs and/or abilities. (CB)

ED 284 476 HE 020 553

Rules of the New York State Board of Regents Relating to Definitions of Unprofessional Conduct, with Amendments Adopted through February 1987.
New York State Education Dept., Albany.
PUB DATE- Feb 87
NOTE- 21p.; Document contains small print. For an earlier edition, see ED 278 302.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Accountability; *Accountants; *Codes of Ethics; Dentists; *Health Personnel; Higher Education; Laws; *Legal Responsibility; *Malpractice; Medical Services; Optometrists; Pharmacists; Physicians; *Professional Personnel; Psychological Services; Psychologists; Veterinarians
IDENTIFIERS- *New York

Rules that define unprofessional conduct in New York State are presented by the State Board of Regents pursuant to the Education Law. General provisions for all professions are presented, along with general provisions for health professions and design professions. In addition, special provisions are presented for the following professions: medicine, dentistry and dental hygiene, veterinary medicine, pharmacy, optometry, ophthalmic dispensing, public accountancy, certified shorthand reporting, psychology, and massage. (SW)

ED 284 321 EA 019 436

Hilgersom-Volk, Karin
Celebrating Students' Diversity through Learning Styles.
Oregon School Study Council, Eugene.
PUB DATE- May 87
NOTE- 32p.
AVAILABLE FROM- Publication Sales, Oregon School Study Council, 1787 Agate Street, Eugene, OR 97403 ($4.00 prepaid; quantity discounts; add $1.50 for postage and handling on billed orders).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *Cognitive Style; Creative Teaching; Elementary Secondary Education; High Risk Students; *Individual Differences; Nontraditional Education; Research Needs; *Student Attitudes; *Teaching Methods
IDENTIFIERS- *Oregon
While teachers are becoming increasingly aware of different learning styles, they have generally rejected the practical use of learning styles in the classroom. This bulletin summarizes theories and findings on learning styles, demonstrates their use in exceptional and regular classrooms, and offers recommendations for those who want to use the learning style approach. Chapter 1 begins by defining learning styles and summarizing the pioneering efforts of Rita Dunn, Anthony Gregorc, and Bob Samples. The chapter next summarizes learning styles research and the development of various instruments, including the Learning Style Inventory, ORGANON, and the 4MAT System. Studies of students' preferences concerning lighting, room temperature, mobility, scheduling, and other factors are examined for their effects on academic achievement. Chapter 2 summarizes interviews with teachers involved in Oregon's Talented and Gifted (TAG) program and regular teachers experimenting with learning styles methods in their classrooms. A middle school teacher, for example, reports good results with students who fail written tests, but excel when allowed to discuss their knowledge. Chapter 3 underlines the importance of learning styles theory to educational reform and recommends several steps for adopting this emphasis, including: gaining administrative support; coordinating preservice teacher training; involving teachers, parents, and students; and developing a solid research base. Included are a bibliography of 14 references and a list of 10 interviews. (MLH)

ED 284 335 EA 019 540

Knoop, Robert
Causes of Job Dissatisfaction among Teachers.
PUB DATE- Jun 87
NOTE- 24p.; Paper presented at the Annual Meeting of the Canadian Society for Studies in Education (Hamilton, Ontario, Canada, May 31-June 3, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; Employer Employee Relationship; Foreign Countries; *Job Satisfaction; Life Satisfaction; Need Gratification; Research Needs; School Surveys; Self Esteem; *Teacher Alienation; *Teacher Attitudes; *Teacher Behavior; *Teacher Motivation
IDENTIFIERS- *Ontario
Job dissatisfaction may manifest itself in frustration for the teacher and defense mechanisms for the employer. Previous research suggests that unfulfilled needs, goals, and value expectations, as well as the lack of achievement of outcomes, account for job dissatisfaction. Other variables include demography, disillusionment with life, lack of participation in decision-making, and absence of considerate leader behavior. Due to a plethora of hypotheses, variables, specific dimensions, and measuring instruments, research offers only a limited comprehension of job dissatisfaction. In a recent survey, questionnaires completed by 894 elementary and 971 secondary school teachers from 17 Ontario school boards revealed that few respondents were dissatisfied; demography was generally insignificant; dissatisfaction was associated with external control, low self-esteem, an absence of humanistic work values, disappointment in life, and an absence of particular job characteristics; alienation from teaching and lack of job motivation were the most powerful predictors; and teachers wished instruction to be more challenging. To make teaching more challenging, differentiated levels of teachers could be introduced; to avoid alienation and advance motivation, differentiated staffing could be combined with alternant leadership; and, to prevent excessive centralization, private schools could be encouraged. Attached are 64 references and 4 tables. (RG)

ED 284 433 FL 016 824

Cline, Herman H.
Bilingual/Bicultural Educational Materials and the Institutions Involved in Their Use, Preparation and Distribution.
PUB DATE- 87
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Biculturalism; *Bilingual Instructional Materials; *Educational Legislation; Elementary Secondary Education; Federal Legislation; *Information Dissemination; Material Development; Resource Materials; *Spanish; *State Standards
IDENTIFIERS- California; District of Columbia; Florida; New York; Puerto Rico; Texas
A study of the development of bilingual/bicultural instructional materials (mostly for Spanish-speaking populations) and the institutions involved in their use, preparation, and distribution is described. A review of representative materials and on-site visits to 75 institutions, programs, and publishers in New York, California, Florida, Puerto Rico, Texas, and the District of Columbia is presented, and a list of all 75 sites is included. Observations indicated that the best programs employed individuals with a high degree of dedication to the field. Personnel were highly critical of some instructional materials which were direct translations from other languages and cited the need to supplement state curricula with representative materials from the cultures represented in their classrooms. Two disturbing factors were observed: administrative decisions not to mass produce or disseminate developed materials; and lack of publicity or in some cases interagency rivalries which frequently prevent practitioners from hearing about such materials. A review of state and federal mandates and legislation regarding bilingual education mirrors the confusion sometimes seen in the classroom and in the development and use of materials, with some states having clear mandates and others not truly giving consideration to this field. Although there are some excellent instructional materials available, personnel interested in obtaining them must search them out. (CB)

ED 284 448 FL 016 854

Wyatt, David H.
Applying Pedagogical Principles to CALL Courseware Development.
PUB DATE- 82
NOTE- 15p.; In: Smith, William Flint, Ed. Modern Media in Foreign Language Education: Theory and Implementation. The ACTFL Foreign Language Education Series; see FL 016 850.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Appropriate Technology; *Authoring Aids (Programing); *Computer Assisted Instruction; *Courseware; Educational Technology; Educational Theories; *Media Adaptation; Programing Languages; *Second Language Instruction; Teacher Role; *Teaching Methods

This paper on the application of principles to computer-assisted language learning (CALL) first clarifies the the relationships between the capabilities of the computer (and computer-controlled technology) and the main approaches to second language learning. Fourteen common types of CALL programs are briefly reviewed. A "relational" classification is proposed, based on the relationship between and roles assumed by learner and computer, to define instructional, collaborative, and facilitative types of programs. This tripartite classification is used as a basis for explaining why published reviews of CALL software are so often unintentionally misleading and why the possibilities for valid computer applications in some newer approaches to language learning have been almost completely overlooked. This classification is also used as a basis for discussing important aspects of CALL design and development, including educational authoring systems, educational programming languages, and general-purpose programming languages. (CB)

ED 284 463 HE 020 502

Chaikind, Stephen
College Enrollment Patterns of Black and White Students.
Decision Resources Corp., Washington, DC.
PUB DATE- 87
NOTE- 41p.; Tables may not reproduce well due to small print.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Black Students; College Attendance; *College Students; Comparative Analysis; Economic Status; *Enrollment Trends; Family Income; Higher Education; National Surveys; *Racial Distribution; *White Students
IDENTIFIERS- Current Population Survey; Higher Education General Information Survey; High School and Beyond (NCES)
Trends in college attendance of black and white high school graduates were examined, with a focus on whether black and white students of similar academic achievement and economic levels attend colleges at similar rates. Data were obtained from the Current Population Survey, the Higher Education General Information Survey, and the High School and Beyond Study (HS&B). The racial or ethnic distribution of persons who have completed college is examined, along with enrollment patterns of persons over age 24. Key findings include: the number and proportion of black 18- to 24-year olds who attended college increased substantially between 1970 and 1985; within the same academic achievement groups, black high school graduates attend college in proportions equal to or greater than the proportions of whites who attend; within the same income groups, black high school graduates attend college in proportions equal to or greater than the proportions of whites who attend; and data from the National Assessment of Educational Progress indicate that substantially fewer black than white 11th graders read at the level expected of college freshmen. A five page reference list and numerous tables are provided. (SW)

ED 284 477 HE 020 554

Wergin, Jon F.; And Others
Assessing the Impact of Continuing Medical Education through Structured Physician Dialogue.
SPONS. AGENCY- American Coll. of Cardiology, Bethesda, Md.

PUB DATE- 86
NOTE- 207p.
AVAILABLE FROM- American College of Cardiology, Heart House, 9111 Old Georgetown Road, Bethesda, MD 20814.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Behavioral Objectives; Cardiovascular System; Diagnostic Tests; *Evaluation Methods; Heart Disorders; Higher Education; *Interviews; *Medical Services; *Physicians; Primary Health Care; *Professional Continuing Education; Professional Training; *Program Effectiveness
IDENTIFIERS- *American College of Cardiology

A method for evaluating physicians' practice behavior after undertaking continuing medical education (CME) conducted by the American College of Cardiology (ACC) was developed and tested during 1983-1985. The literature on CME effectiveness and physician behavior change was reviewed. Physicians who were trained interviewers conducted telephone interviews that incorporated behavioral objectives. Medical chart reviews were used to help validate interview data. The evaluation was based on interview data obtained from two groups: (1) 49 physicians (out of 80) who took a course on the use of echocardiography; and (2) 53 (out of 80) participants in a course on coronary patient rehabilitation. The practice behavior of physicians who did not attend the courses was also documented by interviews. The interview method was assessed using the criteria of accuracy, sensitivity, feasibility, and interpretability. In addition to findings about post-course physican practice behaviors and the value of the interview method, appended materials include: pre- and post-program interview protocols for both courses, results of chart surveys, case studies that describe behavioral changes (or no change) for attendees, and case studies that discuss practice behavior for physicians who did not attend the courses. (SW)

ED 284 491 HE 020 570

Kuntz, Steven S.
A Study of Students' Cognitive Structure for Colleges.
PUB DATE- Apr 87
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-25, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Bound Students; *College Choice; Comparative Analysis; *Decision Making; Higher Education; High School Students; In State Students; *Institutional Characteristics; *Models; Reputation; Selection; *Student Attitudes
IDENTIFIERS- College Image Questionnaire
The way that students structure the colleges they choose among in a particular educational market is analyzed with a sample of 408 locally-college-bound high school seniors from 16 area schools. In January and February 1985, the College Image Questionnaire was administered to the seniors. The students judged the similarity (psychological distance) between nine pairs of colleges that preliminary research had identified as constituting 92% of the higher education choices of locally-college-bound students. An additional college designated as the "ideal" was incorporated into the students' choice set in order to operationalize the ideal point preference model. Students also evaluated the colleges on a set of 18 characteristics that influence college choice. Factor analysis was used to reduce the 18 variables to a subset of four factors identified as: academic standards and reputation, religious emphasis and paternalism, social opportunity, and expensive and inconvenient. An ALSCAL multidimensional scaling algorithm was applied to the data and the output was a spatial representation of the colleges that reflects the competitive images students hold of these colleges and their relationship to an ideal. Results of the analyses are discussed. (SW)

ED 284 506 HE 020 593

Lyon, Robert
Real Estate Doctoral Program Survey, 1987.
PUB DATE- Jun 87
NOTE- 23p.; Additional universities not listed below are University of North Carolina; University of Pennsylvania; University of South Carolina; University of Texas-Austin; University of Wisconsin-Madison.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Programs; *Doctoral Programs; Full Time Faculty; Higher Education; *Institutional Characteristics; *Real Estate; Student Characteristics
IDENTIFIERS- Georgia State University; Indiana University; Louisiana State University; North Texas State University; Ohio State University; University of British Columbia (Canada); University of California Los Angeles; University of Florida; University of Georgia; University of Illinois Urbana Champaign
Results of a survey of 15 universities that offer a doctoral program in real estate are presented. A total of 53 full-time faculty teaching real estate were recorded. The universities listed 143 graduates with a doctorate, concentration, or major in real estate. Of these graduates, 127 received their degree prior to 1985. There were 136 male and 7 female graduates. The ethnic and racial breakdown was 128 White, 10 Black, and 4 Asian. Profiles are provided of the 15 universities with doctoral real estate programs. The profiles specify: the number of full-time faculty teaching real estate and the number of these with Ph.D.s in real estate, finance, economics, or "other"; the type of doctoral degree held by the faculty; the total number of program graduates with a doctorate, concentration, or major in real estate; the number that received the degree prior to 1985; breakdowns of graduates by sex and race; the current enrollment in the doctoral real estate program; the number of students with an approved dissertation proposal; and the current number of students by sex and ethnic group. Fourteen of the universities are in the United States and one is in British Columbia, Canada. (SW)

ED 284 520 HE 020 650

Floyd, Carol E.
Faculty Participation in Decision Making. ERIC Digest.
Association for the Study of Higher Education., ERIC Clearinghouse on Higher Education, Washington, D.C.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-HE-86-3
PUB DATE- 86
NOTE- 3p.; This digest is a summary of "Faculty Participation in Decision Making: Necessity or Luxury:" (ED 267 694).
CONTRACT- 400-86-0017
AVAILABLE FROM- ERIC Clearinghouse on Higher Education, George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036 (free with stamped, self-addressed envelope).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Administration; *College Faculty; *College Governing Councils; Faculty College Relationship; Higher Education; *Participative Decision Making; *Policy Formation; *Teacher Administrator Relationship; *Teacher Participation
IDENTIFIERS- ERIC Digests

Faculty participation in college or university decision making is accepted as intrinsically good and as having positive effects on institutional functioning, but it is reflected in varying degrees in actual practice. The rationale for faculty participation is related to increased employee satisfaction and performance; faculty also tend to afford legitimacy and to fully cooperate in the implementation of only those policies they have helped formulate. Academic senates are useful mechanisms but are more influential at research universities or elite liberal arts colleges than at other institutions. Historically, faculty have had the broadest role in curricular and faculty personnel matters, but there are increased roles in institutional planning and administrator selection and evaluation as well. Involvement in budgeting and retrenchment has been limited. Administrators can focus energies on four elements: strengthening collegial foundations of decision making; shaping the consultative framework; increasing the availability of information; and facilitating group deliberation. Coordinated efforts of administrators and faculty are necessary to increase the extrinsic rewards for constructive institutional participation. (LB)

ED 284 562 IR 052 028

Duffy, T. M.; And Others
Learning with On-Line and Hardcopy Tutorials. A Final Report. CDC Technical Report No. 32.
Carnegie-Mellon Univ., Pittsburgh, PA. Communications Design Center.
SPONS. AGENCY- International Business Machines Corp., Armonk, N.Y.
PUB DATE- Jan 87
NOTE- 41p.
CONTRACT- VS0048698-HH0Q60L
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Computer Assisted Instruction; Courseware; Higher Education; Instructional Design; *Instructional Effectiveness; *Intermode Differences; *Learning Processes; *Learning Strategies; *Programed Instructional Materials; Programed Tutoring; Time on Task; Undergraduate Students
IDENTIFIERS- *CAD CAM Programs; Printed Materials
Intended to aid in the design of computer systems that promote efficient learning and performance, this study compared the effects of using hard copy and online format tutorials on the learning activities of 48 undergraduate students in either design or engineering. The tutorials, which provided instruction on the use of the equipment and basic drawing functions of an IBM CADAM workstation for computer-aided design, contained identical content except for format modifications necessary to accommodate the different presentation modes. The study methodology is discussed, and a summary is provided of the study procedure, which involved two sessions during which students learned a total of four lessons, immediately after which they were tested, and a third session during which a retest was administered. Study results indicate that the online learners spent more time in learning than the hard-copy learners, primarily as a function of spending more time reading the tutorial. However, although the online tutorial resulted in more efficient performance on the immediate tests, performance on the retention test was less efficient, suggesting that, although the online presentation yielded greater short-term storage of information, less information was transferred to long-term memory. The text is supplemented with 13 tables, and 14 references are provided. (KM)

ED 284 577 IR 052 044

Dewees, Kris B.
The Effect of Teaching Library Skills Using "The Pooh Step-by-Step Guide for Writing the Research Paper" at Lieder Elementary School in the Cypress Fairbanks Independent School District. A Research Report.
PUB DATE- 87
NOTE- 62p.; Master's Seminar paper, Prairie View A&M University.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Comparative Analysis; *Curriculum Evaluation; Curriculum Guides; *Elementary School Students; *Instructional Effectiveness; Intermediate Grades; Intermode Differences; Library Instruction; *Library Skills; *Process Education; Reference Materials; *Research Skills
IDENTIFIERS- *Pooh Step by Step Guide; SRA Achievement Series
This report describes an investigation of the effect of teaching library and research skills using the "Pooh Step-by-Step Guide for Writing the Research Paper" on the performance of fourth grade students on the reference materials portion of the SRA (Science Research Associates) Achievement Series tests. The random selection of two cluster samplings, Group A (N=23) and Group B (n-23), from five average fourth-grade reading groups at Lieder Elementary School (Houston, Texas) is discussed, and the design of the study is described. Group A received instruction on process-oriented research over a six-week period using the "Pooh Step-by-Step Guide," which requires the production of a finished research paper, while Group B received instruction on individual research skills as separate entities. An analysis of scores on a subsequent SRA Achievement Test indicates that Group A scored significantly higher on the research skills portion than Group B, and it is concluded that the educational system would be enhanced if library and research skills were taught as a foundation rather than as an addendum to curriculum. Statistical analyses of test score results are presented in five tables and one figure; and the request for authorization to use SRA scores and the "Pooh Step-by-Step Guide" are appended. A 23-item bibliography is also included. (KM)

ED 284 591 IR 052 061

Spitzberg, Irving J., Jr.
It's Academic: The Politics of the Curriculum in American Higher Education.
PUB DATE- Mar 87
NOTE- 23p.; In: Libraries and the Search for Academic Excellence. Proceedings of the Arden House Symposium (New York, New York, March 15-17, 1987); see IR 052 055.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Administration; *College Curriculum; College Environment; College Faculty; College Governing Councils; College Planning; *Curriculum Development; Curriculum Evaluation; *Decision Making; Educational Cooperation; Higher Education; *Politics of Education

Focused on undergraduate education, the debate about the curriculum in higher education in the 1980s has been carried on primarily by the higher education system itself. Various national reports and national politics have, at most, provided the environment within which the college and university citizens make the real decisions on campus. However, because there is much at stake and because the culture of the university prizes consultation, decisions about curriculum are especially laborious and time-consuming. In fact, campus political systems do not seem to have institutionalized the capacity to make judgments about long-term concerns. We must think creatively about dealing with the lethargy of existing campuses and reconsider the substance and procedure of decisions about academic matters. Presidents, provosts, and boards of trustees need to create deliberative bodies for all segments of the college community, delegating authority and power where appropriate, and then resolving conflict through small, representative cabinets that advise the whole institution and whose word decides most issues. Most important is the belief that everyone is participating in a community that they have voluntarily joined, a strategy far more likely to improve the quality of American higher education than assessment, testing, and management by objectives. (KM)

ED 284 604 JC 870 331

Duvall, Jose
Recruitment of Students at the Community College.
Princeton Univ., NJ. Mid-Career Fellowship Program.
PUB DATE- May 87
NOTE- 8p.; One of a series of "Essays by Fellows" on "Policy Issues at the Community College."
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Community Colleges; *Institutional Advancement; *Marketing; Public Opinion; *Public Relations; *Student Recruitment; Two Year Colleges; *Two Year College Students

A variety of marketing strategies can be used to maintain and increase community college enrollments. First, marketing research can be conducted to find out about the college's real and perceived image; to get a clearer picture of the lifestyles, attitudes, and interests of its clientele; and to target adult groups who are seeking educational and employment skills and who might not have been previously targeted as potential enrollees. Potential target groups include professionals employed part-time who are often offered incentives including tuition reimbursement or compensatory time by their employers; the older nontraditional student who may need special counseling services to make a formal educational commitment; and high school seniors who may be encouraged to attend college by various types of articulation agreements between the high school and college. Along with the new and expanded audiences, different site locations (e.g., hospitals, fire stations, shopping malls, and libraries) should be considered as a way of attracting potential clients. Administrators should also review the possibility of giving coupons, discount offers, gift certificates, or play/concert tickets as bonus incentives to encourage enrollment. A publicity theme, reflecting the institution's mission and specific program, should also be highlighted in a coordinated public relations approach. Action, leadership, and institutional commitment are essential to break the boundaries in the competition for students in the coming years. (AYC)

ED 284 618 JC 870 347

A Survey of Community College Enrollment Conducted as Part of Fee Impact Study. Second Follow-Up Measure, Spring, 1986.
Field Research Corp., San Francisco, Calif.
SPONS. AGENCY- California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- Jun 86
NOTE- 365p.; For a related document, see JC 870 346.
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Community Colleges; Day Students; *Enrollment Influences; *Enrollment Trends; Evening Students; Fees; Grade Point Average; Longitudinal Studies; Minority Groups; Questionnaires; Self Supporting Students; *Socioeconomic Background; State Surveys; *Student Characteristics; Student Educational Objectives; Student Financial Aid; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *California

A three-phase study was conducted in California to assess the impact of a mandatory fee imposed in 1985 on enrollments in the California community colleges as measured by changes in students' ethnicity, income, and academic load, and changes in enrollment in college non-credit education. A benchmark study conducted in spring 1984 prior to the imposition of the fee was followed by post-fee surveys conducted in spring 1985 and 1986. Mailed surveys requested information on students' income, financial dependency, employment status, need for financial assistance, academic load, ethnicity, class level, socio-demographic characteristics, cumulative grade point average, expenditures, reasons for attendance, and future enrollment plans. The study sample included 10,247 students in 1984, 10,691 students in 1985, and 10,474 students in 1986 from 62 colleges in California. Study findings, based on response rates of 69% (1984), 66% (1985), and 62% (1986), included the following: (1) mean personal income was slightly higher in 1986 than in 1985 ($18,900 vs. $18,000), as was mean parents' income ($29,800 vs. $28,500); (2) in 1986, 21% of the respondents were not employed, 38% were employed 40 hours per week or more, and 39% were employed less than 40 hours per week; (3) total enrollment showed a slight increase from 1984 to 1986 in part-time students; (4) the 14% dropout rate in 1986 was significantly lower than the 20% reported in 1984 and slightly lower than the 15% reported in 1985; and (5) on the whole, the ethnic profiles of the 1986 full-time, part-time, and non-credit only students were similar to those obtained in 1984. Appendices provide information on the survey methodology, the survey instruments, a comparison the survey universe and study sample, and detailed findings for 1986. (EJV)

ED 284 632 JC 870 362

Negotiating un Oil and Gas Lease. Teachers Instructional Packet, TIP No. 6, Spring 1985.
Texas A and M Univ., College Station. Texas Real Estate Research Center.
PUB DATE- 85
NOTE- 48p.; For other Teachers Instructional Packets in this series, see JC 870 357-372.
AVAILABLE FROM- Texas Real Estate Research Center, Texas A & M University, Blocker Bldg., College Station, TX 77843 ($2.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Business Education; *Contracts; Fuels; Instructional Materials; *Land Use; Legal Responsibility; *Petroleum Industry; Postsecondary Education; *Real Estate; Real Estate Occupations; Teaching Guides
IDENTIFIERS- *Leasing; Natural Gas; *Texas

Part of a series of classroom aids designed for real estate instructors, this instructional packet was developed to help real estate students understand the more common provisions and the legal significance of an oil and gas lease, as well as some provisions landowners may wish to insert for personal benefit and protection. Following an evaluation form for the packet, a summary instructor's presentation on oil and gas leases is provided. This presentation includes information on: (1) the granting clause, which outlines the purpose of the lease and the substances that can be explored and produced; (2) limits and rights regarding surface operations; (3) the duration of the lease; (4) extension of the primary and secondary terms of the lease; (5) the royalty clause, which allocates to the landowner a certain portion of the substances produced; (6) surface damages; (7) "pooling," i.e., consolidating the leased premises with adjoining leased tracts; (8) the assignment clause, which permits both the lessor and the lessee the unrestricted privilege of assigning their rights under the lease; (9) the warranty clause, which binds the landowner to defend

interest in, or title to, the leased premises; (10) the lessee's right to free water, oil, and gas; (11) the force majeure clause, which protects the oil companies from liability and loss of the lease whenever causes beyond their control suspend operations; and (12) other clauses for the landowner's consideration. Twenty-one overhead masters keyed to the presentation are provided. (EJV)

ED 284 646 JC 870 379

McCabe, Robert H.
The College-Level Academic Skills Test: A Review of the 1989 Issues.
Miami-Dade Community Coll. District, FL.
PUB DATE- Aug 87
NOTE- 36p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Achievement Tests; Community Colleges; Criterion Referenced Tests; *Ethnic Groups; Higher Education; *Minimum Competency Testing; *State Standards; *Testing Problems; *Testing Programs; Test Results; Timed Tests; Two Year Colleges
IDENTIFIERS- *College Level Academic Skills Test

Florida's Commissioner of Education recently appointed a task force to review current standards for the College-Level Academic Skills Test (CLAST) and the effect of raising the levels of passing scores that are proposed for 1989. There is now a sufficient history of the CLAST to provide an understanding of the program's benefits and liabilities. An analysis of currently available information about the test indicates that: (1) the imposition of the 1989 CLAST standards will drastically reduce the number of students, particularly minorities, fully eligible to proceed to the upper divisions of the State University System, though many of these students would be predicted to have "successful performance through the baccalaureate level"; (2) the number of students taking the CLAST has decreased steadily with each change in its standards; (3) redesigned curricula and increased student expectations initially improved test scores, but this had the concomitant and undesirable outcome of narrowing the undergraduate experience by eliminating opportunities to take courses in the natural sciences, social sciences, and humanities; (4) level test scores of recent years indicate that stronger institutional effort will be needed to achieve limited gain; (5) time limitations of CLAST adversely affect some examinees, particularly minorities; (6) K-12 education reforms have not decreased the number of academically deficient students entering higher education; (7) the current use of CLAST as an upper division criterion ignores educational research which promotes a combination of measures to predict academic success; and (8) CLAST as an admissions tool ignores faculty judgement and student performance. (AYC)

ED 284 662 PS 016 700

Demaeyer, E. M.
Xerophthalmia and Blindness of Nutritional Origin in the Third World.
International Children's Centre, Paris (France).
PUB DATE- 86
NOTE- 39p.
AVAILABLE FROM- International Children's Centre, Chateau de Longchamp, Bois de Boulogne, 75016, Paris, France (Individual issues--$5.00 each, or 30 French Francs. A 6-issue, 1-year subscription--$20.00, or 140 French Francs).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Anatomy; *Blindness; Criteria; *Developing Nations; Diseases; Epidemiology; Eyes; *Intervention; Measurement; Metabolism; *Nutrition; *Prevention
IDENTIFIERS- Vitamin A; *Vitamin Deficiency; *Xerophthalmia
This journal issue focuses on problems caused by vitamin A deficiency and its effects on vision. Although these conditions are quite serious and widespread in some areas of the world, they can easily be treated by inexpensive means. The report begins with a discussion of xerophthalmia, the most frequent cause of blindness in preschool-age children in most developing countries. Subsequent sections of the report explore (1) the history of vitamin A deficiency among human beings; (2) terminology and units of measurement; (3) metabolism; (4) vitamin A requirements and recommended intakes; (5) dietary sources of vitamin A; (6) the epidemiology of vitamin A deficiency and xerophthalmia; (7) clinical signs of vitamin A deficiency; (8) indicators of nutritional status with respect to vitamin A; (9) criteria for determining the extent of xerophthalmia and of vitamin A deficiency, from a public health standpoint; (10) the geographic distribution and prevalence of xerophthalmia; (11) treatment; and (12) prevention. Appended material describes the anatomy of the human eye. (RH)

ED 284 677 PS 016 736

Gordon, Debra Ellen
Cognitive/Developmental Characteristics of Play and Their Relation to Ego Resiliency: A Longitudinal Study.
PUB DATE- Apr 87
NOTE- 22p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Adjustment (to Environment); Adolescents; Children; *Cognitive Development; Coping; Longitudinal Studies; *Play; Preschool Children; Pretend Play; Sex Differences
IDENTIFIERS- *Ego Resiliency
This study links cognitive development and psychological adaptation by relating play attributes, assessed from a predominantly cognitive-developmental perspective, to "ego resiliency," which is a measure of flexibility in coping with stress. Subjects were 104 participants in a longitudinal study (Block & Block, 1980); 78 were given solitary free play assessments at age 3, and all 104 were administered similar play assessments at age 11. Numerous scaled play ratings were grouped into two play dimensions for each age level: "Symbolic Elaboration" and "Intercoordination/Organization." Ego resiliency scores were derived from independent personality Q-sorts at ages 3, 11, 14, and 18 years. For both sexes, concurrent relationships between play dimensions and ego resiliency were examined at age 3 and age 11. Furthermore, play activities of 3- and 11-year-olds were related longitudinally to ego resiliency at ages 11, 14, and 18. Consistency of play behavior from age 3 to age 11 was explored. A five-page reference list is included. (Author/PCB)

ED 284 707 RC 016 330

Cognetta, Randall A.; Goodwine, Jean
Evaluation of the Yo Puedo Summer Program--1985-86.
Monterey County Office of Education, Salinas, Calif.; San Mateo County Office of Education, Redwood City, CA.
PUB DATE- Oct 86
NOTE- 138p.; A product of The Migrant Education Program, Region XVI.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Academic Education; Art Activities; Career Planning; *College Preparation; *College School Cooperation; Cultural Activities; Higher Education; High Schools; High School Students; *Migrant Education; Migrant Programs; *Outcomes of Education; Parent Attitudes; Program Descriptions; *Program Effectiveness; Program Evaluation; Self Concept; Student Reaction; Study Skills; Summer Programs
IDENTIFIERS- California; *Yo Puedo Program CA
Designed for migrant students in grades 9 through 12, the Yo Puedo Program attempted to motivate students to remain in and graduate from high school and to continue their education at the university level. The 5-week summer program, conducted at the University of California at Santa Cruz, provided an academic setting and a positive learning environment which included academic instruction in reading, basic skills, writing, math, and Mexican history. In addition to academic skill development, the curriculum provided experiences in art, drama, leadership, group interaction and verbal communication, as well as an opportunity to participate in career awareness and college preparation classes, and recreational activities. The evaluation process involved on-site observations; interviews with students; questionnaires to students, staff, and parents; discussions with staff members; and test scores, writing samples, and class records. Overall, students, staff, and parents had very positive attitudes about the program. Students' holistic writing scores increased significantly from pre- to posttest. Test scores on reading and math proficiency tests did not change from pre- to posttest although students judged that they had improved in those areas. Appendices comprise two-thirds of this report and include data tables, course descriptions, and summaries of responses to questionnaires and interviews. (JHZ)

ED 284 362 EA 019 577

Recruiting and Employing: Suggested Personnel Guidelines for School Districts.
Oregon State Dept. of Education, Salem.
PUB DATE- May 87
NOTE- 69p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Agency Cooperation; Beginning Teachers; *Board of Education Policy; Certification; Compliance (Legal); Cooperative Planning; Credentials; Educational Administration; Elementary Secondary Education; Employer Employee Relationship; Employment Practices; Federal Regulation; *Occupational Information; *Personnel Management; *Personnel Policy; Personnel Selection; *Recruitment; School District Autonomy; School Personnel; Staff Development; Staff Orientation; State School District Relationship; State Standards
IDENTIFIERS- *Oregon; Policy Implementation

Prepared by a state personnel management advisory committee, this document provides a guide to Oregon school districts in the employment, retraining, and retention of both certified and classified (support) staff. An introduction explains that district personnel management functions include determining need and selection, assignment, and orientation of new staff members, and that procedures and policies should be consistent with state and federal requirements (model policies are presented in the appropriate places in this publication). Sections covering recruitment and selection offer current data and recommendations for local programs, including recruitment techniques for small districts and building principals. The section on selection policy contains three subtopics: determining need, position description rationale, and filling vacancies. Areas considered in regard to vacancies include equal opportunity, vacancy announcements, gathering applicants' data, interviews, selection measures, assignment and certification, including certificate endorsements and certificate filing rules. In a separate section, personnel file regulations are described and a brief summary points out that recruitment and selection methods should be equitable, collaborative in decision making, reflect clearly formulated policies, and be continuously evaluated. Suggestions concerning assignment orientation are presented in selections from university educators and a citizens advisory committee. Recent findings about beginning teachers' problems and ways for districts to assist are briefly presented, and conclusions emphasize that employee selection is the beginning of personal and professional growth, which is the essential ingredient for continued improvement in the ability to educate children. Appendices provide 19 pages of sample position descriptions, vacancy announcements, and application forms. (CJH)

ED 284 375 EC 192 786

A College Guide to Disabled Student Services in Washington State.
Washington Governor's Committee on Employment of the Handicapped, Olympia.
SPONS. AGENCY- Washington State Employment Security, Olympia.
PUB DATE- Aug 86
NOTE- 62p.
AVAILABLE FROM- Governor's Committee on Employment of the Handicapped, Employment Security Department, 212 Maple Park, Mail Stop: KG-11, Olympia, WA 98504-5311 (free).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *College Preparation; Colleges; Community Colleges; *Disabilities; Higher Education; Postsecondary Education; *State Programs; *Student Personnel Services; *Student Responsibility; *Student Rights; Vocational Schools
IDENTIFIERS- *Washington

Prepared by volunteers representing a wide range of interests and experience and including students with disabilities, this guide provides basic information about support services available to students with disabilities at public and private postsecondary education institutions in the State of Washington. The guide may also serve as a resource for family members, school counselors and others who assist students in furthering their education. The first section presents general information, discussing students' rights to appropriate education, giving basic rules for managing the transition to college life, charting effects of functional limitations in the academic setting, and providing a planning checklist for new students. Institutional profiles are presented in the second section, covering vocational-technical institutes (5), community colleges (27), and 4-year colleges and universities (16). Information is included on contact person, address, telephone, enrollment (total number and number of disabled students). Each entry also includes a brief overview of the program and its highlights. The third section presents a glossary of common characteristics of disability and types of limitations connected with each, disability law terms, and terms used in this guide. (CB)

ED 284 389 EC 200 206

Thurlow, Martha L.; And Others
Policy Analysis of Diagnostic Assessment in Early Childhood Special Education Programs. Research Report #12. Early Childhood Assessment Project.
Minnesota Univ., Minneapolis.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Sep 86
NOTE- 28p.; For other reports in this series, see EC 200 204-209.
GRANT- G008400652
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Comparative Analysis; Decision Making; *Disabilities; Early Childhood Education; Educational Diagnosis; Evaluation Criteria; Evaluation Methods; *Handicap Identification; Regional Characteristics; *School Policy; *Screening Tests; *Special Education; Student Evaluation

Detailed qualitative case studies of four early childhood special education programs, representing a variety of approaches to decision making as well as different community settings (urban, suburban, and rural), present information regarding their diagnostic assessment procedures. In general, programs reported that the main objective of diagnostic assessment is to ascertain the child's eligibility for special education services. Programs tended to focus on identifying children who were mildly handicapped, as more severely handicapped children had already been identified and were being served by other programs. Referrals for diagnostic assessment came from a variety of sources, including the Preschool Screening program, physicians, parents, and community agencies. All programs had structured screening programs that refer children to the diagnostic assessment process. A state-mandated formation of interagency collaboration committees was being implemented in all programs to promote interagency collaboration, exchange of information and service delivery, and to reduce duplication of services. All programs also included some sort of parent involvement. Assessments varied among the programs, ranging from a minimum of one hour to a more extensive 6-week diagnostic placement. The number of personnel involved in the diagnostic assessment process ranged from 3 to 8 among programs. Variation in the use of diagnostic assessment techniques was evident. (CB)

ED 284 417 FL 016 632

Hawrysz, Ilse, Ed.
Deutsche Feste. Sitten und Brauche mit Liedern Gedichten Ratseln. (German Festivities. Habits and Customs Using Songs and Stories).
American Association of Teachers of German.
PUB DATE- 83
NOTE- 20p.
AVAILABLE FROM- American Association of Teachers of German, 523 Building, Route 38, Cherry Hill, NJ 08034 ($3.95 for members; $4.95 for non-members).
LANGUAGE- German
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Cultural Activities; Cultural Enrichment; Folk Culture; Games; *German; *Holidays; *Instructional Materials; Music Activities; Second Language Instruction; *Songs; Story Telling; Teaching Guides
IDENTIFIERS- *Seasonal Celebrations

This teacher's guide of supplemental cultural materials includes descriptions of major celebrations and cultural activities of the German people. The text includes songs, poems, and stories about the New Year, carnival, springtime, Easter, fall festivals, and Christmas, as well as a traditional German wedding. (TR)

ED 284 533 IR 012 776

Moore, Michael G.
Communications Media and Adult Education in Wisconsin. A Discussion Paper.
PUB DATE- 9 Apr 86
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adult Education; *Distance Education; *Evaluation Criteria; *Lifelong Learning; Models; Research Needs; Statewide Planning
IDENTIFIERS- *Wisconsin
This review of the current status of distance education for adults in Wisconsin examines the concept of lifelong learning within the wider international and historical context, and discusses seven characteristics of successful distance education program design. It is proposed that these characteristics be used as criteria to evaluate current practices in Wisconsin: (1) a conscious and systematic approach to the design of learning materials; (2) use of a wide range of media and a variety of production and distribution systems appropriate to the various media; (3) a marked role differentiation of staff; (4) centralized design and production of materials combined with localized learning; (5) division of labor between those who design materials and those who give instruction through those materials; (6) two-way communication between learners and instructors; and (7) use of quasi-industrial processes of course design and distribution that require management structure and control different from traditional academic university administration. The relevance of the recommendations of the 1972 Governor's Commission on Education is considered, a model of a system for lifelong learning is described, and suggestions for further research are offered. Data on distance education institutions around the world and a chart describing life-cycle phases are appended. (MES)

ED 284 693 RC 016 212

Barker, Bruce O.
The Effects of Learning by Satellite on Rural Schools.
PUB DATE- Apr 87
NOTE- 12p.; Paper presented at the Learning by Satellite Conference (Tulsa, OK, April 12-14, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adoption (Ideas); Adult Education; Communications Satellites; Community Education; Curriculum Enrichment; Delivery Systems; *Distance Education; Elementary Secondary Education; Networks; Program Descriptions; *Rural Education; Rural Schools; *Small Schools; Staff Development; State Programs; *Telecourses
IDENTIFIERS- Eastern Washington University; *Interactive Communication; *Interactive Satellite Instruction; Oklahoma State University; TI IN Network TX; Utah
High school administrators in sparsely populated rural areas are showing great interest in interactive satellite instruction as a way to resolve teacher shortages and meet rigorous state graduation requirements. Televised classes permitting live teacher/student interaction via satellite communication systems and regular telephone lines provide equity and increase quality of educational opportunity, provide access to subject matter experts/career role models not available in local communities, provide interaction with students in other schools, increase access to

information/instructional resources, offer opportunities for staff development/inservice training, and increase school/community linkages. Four interactive instructional television satellite systems currently operate in the United States: the TI-IN Network from San Antonio, Texas, Oklahoma State University's Arts and Sciences Teleconferencing Service, Utah State Department of Education's system, and Eastern Washington University's Telecommunication Project. The rapid growth of these four satellite networks has generated interest by many state officials in statewide satellite networks. Kentucky and Missouri are the first states to establish networks to broadcast elementary/secondary, staff development, college credit, adult education, and community education courses. Characteristics of the satellite systems are described and addresses for further information about the systems are provided. (LFL)

ED 284 322 EA 019 437

Rowan, Brian; And Others
Pathways to Excellence: How School Districts Can Improve Instruction.
Far West Lab. for Educational Research and Development, San Francisco, CA. Instructional Management Program.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Sep 84
NOTE- 56p.
CONTRACT- 400-83-0003
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrator Evaluation; *Criterion Referenced Tests; *Curriculum Development; Elementary Secondary Education; Formative Evaluation; *Instructional Improvement; School Effectiveness; *Staff Development; Summative Evaluation; *Supervision; *Teacher Evaluation; Testing
IDENTIFIERS- California (North); Excellence in Education; Nevada; Utah
Designed to help school administrators and board members promote instructional excellence, this publication reports survey results involving over 35 school districts in Northern California, Utah, and Nevada engaged in instructional improvement efforts. Specifically, the report describes alternative strategies used to organize and manage three important instructional functions--curriculum, staff development, and supervision and evaluation. The first chapter considers issues related to managing and implementing new curricula. Curriculum reforms are not accomplished without conflict and resistance, often partially resolved by teacher and principal turnover. To "sell" the reforms requires staff education and training and a cautious implementation approach. Chapter 2 discusses issues and concerns related to staff-driven and standardized staff development programs. One difficulty, besides scarce resources, is the determination of the districts to separate development and evaluation functions. The third chapter treats evaluation and supervision, focusing on two major areas: testing programs and supervision and evaluation procedures. The report recommends careful development of criterion-referenced tests and thorough training of staff members using them. Problems with testing programs and supervision and evaluation systems are thoroughly discussed. Administrators' tendency to rely on formative, rather than summative, evaluation is noted. Appended is a directory of participating school districts. (MLH)

ED 284 349 EA 019 557

Wimpelberg, Robert K.; Ginsberg, Rick
Prescription, Ceremony, or "Trickle Down": How Do National Commissions Try to Reform Education?
PUB DATE- Apr 87
NOTE- 34p.; Revised draft of a paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Assessment; *Educational Change; *Educational Improvement; Elementary Secondary Education; *Organizational Theories; Outcomes of Education; Symbolism
IDENTIFIERS- National Commission on Excellence in Education; *National Commission Reports; Nation at Risk (A); *Supply Side Economics
Educational reform commissions and their reports can be traced back to the massive expansion of public schools during the 1890s. The reports of reform commissions over the years follow the same format: problems are identified, experts are selected to examine them, and improvement proposals are recommended. This report examines 14 national studies over nine decades from the 1890s to the 1980s. Four factors are common to the reform-by-commission process: (1) longevity, (2) generality of recommendations, (3) weak implementation strategies, and (4) limited direct impact of findings and recommendations on school system and classroom behavior. This paper explores these factors and attempts to understand the reform commission phenomenon. The persistence of national commissions cannot be explained in terms of diagnostic and prescriptive effectiveness based on a rational, scientific method. An alternative view stressing the symbolic character of organizational behavior and commission activity as a tribal ceremony is equally difficult to substantiate. A third alternative (bringing together both rational/prescriptive and symbolic/ceremonial elements) is "trickle down" reform, analogous to supply side economics. This approach sanctifies the control and authority of local actors (educators, parents, and the public) and directs them to certain elements in curriculum, instruction, or organization needing improvement. In this view, the commission reform process becomes an act of faith predicated upon pronouncements made with enough strength and drama to survive in spirit, if not letter, the filtering outcomes of trickle down. Commissions do not change schools; local educators and parents are the true reformers. Forty-eight references conclude the document. (MLH)

ED 284 403 EC 200 221

Hofmeister, Alan M.
Assessing the Accuracy of a Knowledge-Based System: Special Education Regulations & Procedures. Final Report.
Utah State Univ., Logan.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 86
NOTE- 242p.; For related document, see EC 200 220. Some charts in appendices contain small print and will not reproduce well.
GRANT- G008530236
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Artificial Intelligence; Computer Software; *Computer Uses in Education; Decision Making; *Disabilities; Elementary Secondary Education; *Expert Systems; *Individualized Education Programs; *Special Education; Summative Evaluation; Systems Development
IDENTIFIERS- Mandate Consultant (Computer System)
The purpose of this research project was the development and initial validation of Mandate Consultant, an expert system that provides a second opinion of the appropriateness of the decision-making process used in the development of Individualized Education Programs with handicapped children. (Expert systems are a development of artificial intelligence that combines the computer's capacity for storing specialized knowledge with a general set of rules intended to replicate the decision-making process of a human expert.) This expert system was designed as a tool for administrators of special education programs. The project utilized a four-stage product development approach: (1) product definition; (2) product design; (3) prototype development; and (4) validation of product performance. The validation consisted of a summative evaluation designed to assess whether the expert system accurately emulated the knowledge of experienced educators. It was found that conclusions produced by consultations using Mandate Consultant generally matched the conclusions of the "better" human experts and exceeded the conclusions of the majority of human experts. Thirty-five appendixes comprising more than half the document describe the work of all four phases of the development of Mandate Consultant. (KM)

ED 284 548 IR 052 014

Annual Report on LSCA Special Activities, FY 1985.
Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 85
NOTE- 299p.; For individual reports, see IR 052 015-021; for the 1984 report, see ED 269 013.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Collected Works - General (020) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; Blindness; Data Analysis; *Federal Aid; Institutionalized Persons; Library Cooperation; *Library Expenditures; Library Facilities; *Library Services; Library Statistics; Literacy Education; *Physical Disabilities; Program Descriptions; *Public Libraries; *State Libraries
IDENTIFIERS- Library Development; *Library Services and Construction Act

This collection of seven reports provides information about Library Services and Construction Act (LSCA) key program areas in the fiscal year 1985. The use of LSCA funds to provide library services is illustrated in each of the following reports: (1) "Meeting the Literacy Challenge" (Adrienne Chute); (2) "Library Services to the Blind and Physically Handicapped" (Clare De Cleene); (3) "Library Services to the Handicapped" (Clare De Cleene); (4) "Library Services to the Institutionalized" (Trish Skaptason); (5) "Library Services through Major Urban Resource Libraries (MURLs) and Metropolitan Public Libraries Which Serve as National or Regional Resource Centers" (Clarence Fogelstrom); (6) "Public Library Construction" (Donald J. Fork); and (7) "Interlibrary Cooperation and Resource Sharing" (Dorothy Kittel). (KM)

ED 284 418 FL 016 671

Nord, James R.
The "Rear View Mirror" Approach.
PUB DATE- Feb 87
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Opinions/Personal Viewpoints/Position Papers/Essays (120) Journal Articles (080)
DESCRIPTORS- *Communication (Thought Transfer); Educational Improvement; *Educational Technology; Equipment Utilization; Futures (of Society); *Interactive Video; *Linguistic Theory; Media Adaptation; *Neurological Organization; Second Language Instruction; *Teaching Methods; Technological Advancement

The new interactive videodisk systems with augmented audio capabilities have great potential for improving the teaching of foreign languages. At present that potential is unfulfilled because the profession is following a "rear view mirror" approach to media use: first, to fixate current practice; second, to distribute it broadly; and last, to manipulate the medium's distinctive characteristics in new and unusual ways to effect a higher level of communication. At present these systems are confined to the first two levels of use. As we become increasingly aware that (1) language is an interactive process of form and meaning occurring in the human brain, (2) new technology is ideal for manipulating form and meaning, and (3) learning is a neurological growth process rather than a behavior, we may begin to see how the new media can be used to improve foreign language teaching in a new and unique way. Possible uses of the unique characteristics of the new technology include use of narrative and descriptive discourse as the primary form of subject matter, and using individual responses to new and interesting materials as a guide to manipulating the interaction of form and meaning with technology. (MSE)

ED 284 434 FL 016 825

Latousek, Robert B., Jr.
Survey of Latin Instructional Software for the Microcomputer.
PUB DATE- 85
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Software Reviews; *Courseware; Grammar; High Schools; Language Skills; *Latin; Pattern Drills (Language); Second Language Instruction; Student Attitudes; Students; Verbs; Vocabulary Development
A critical review of computer software for computer-assisted instruction (CAI) in Latin presents information regarding user-friendliness, instructiveness, special effects, costs, and availability. Survey responses of first- and second-year Latin students (N=65) at a high school provided data for the comparison of programs. Programs reviewed included: "Latin Skills," "Vocabulary on the Attack, On Target," "Quo Modo Dicis? Latin Idiom Master, Latin Computerized Grammar I," "S.C.I.O.," "Latin Flash Drill," "Introduction to Latin Vocabulary I/II," "Latin.Vrb.," "Latin Exercises," "Latin Hangman," "DISCO," "Latin Tutor," "Computatus," and "Latin Verb Forms, Certamen Practice." A catalog listing the hardware-software compatibility, cost, and availability of the programs is included. (CB)

ED 284 449 FL 016 855

Pederson, Kathleen Marshall
Research on CALL.
PUB DATE- 82
NOTE- 34p.; In: Smith, William Flint, Ed. Modern Media in Foreign Language Education: Theory and Implementation. The ACTFL Foreign Language Education Series; see FL 016 850.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- *Computer Assisted Instruction; *Educational Research; *Educational Technology; Evaluation Criteria; Language Laboratories; *Research and Development; *Research Design; Research Methodology; *Second Language Instruction; Theory Practice Relationship

The status of research on computer-assisted language learning (CALL) is explored beginning with a historical perspective of research on the language laboratory, followed by analyses of applied research on CALL. A theoretical base is provided to illustrate the need for more basic research on CALL that considers computer capabilities, learner differences, and learning tasks in concert. Basic research in CALL is also evaluated. CALL research must be conducted vigorously with the research design taking into account several factors specific to each research study. This paper concludes by stating that research design chosen for these studies should take into account the following factors: (1) the research should be cost effective; (2) the argument that comparative research that attempts to illustrate the superiority of computers over other mediums for delivering language instruction should forever be abandoned; and (3) encouragement should be given to evaluative research using CALL software that may be widely adopted and may enjoy an extended use over time. (CB)

ED 284 464 HE 020 504

Lillard, Lee A.; Tan, Hong W.
Private Sector Training. Who Gets It and What Are Its Effects?
Rand Corp., Santa Monica, Calif.
SPONS. AGENCY- Department of Labor, Washington, D.C.
REPORT NO.- ISBN-0-8330-0719-X; R-3331-DOL/RC
PUB DATE- Mar 86
NOTE- 99p.
CONTRACT- DOL-J-9-M-2-0170
AVAILABLE FROM- The Rand Corporation, 1700 Main Street, P.O. Box 2138, Santa Monica, CA 90406-2138 ($7.50 per copy; 25% discount on orders of 25 or more).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- *Continuing Education; *Corporate Education; Economically Disadvantaged; Educational Attainment; *Education Work Relationship; Employment Patterns; Enrollment Influences; Females; *Industrial Training; Inplant Programs; Job Skills; Males; Nonschool Educational Programs; On the Job Training; Postsecondary Education; Salaries; *Staff Development; Technological Advancement; Unemployment
IDENTIFIERS- Current Population Survey; National Longitudinal Surveys
Training after high school in the United States was studied to determine who is trained and the extent of training, as well as economic consequences of training. Data sources were the Current Population Survey (CPS) of 1983, the National Longitudinal Surveys (NLS) of Labor Market Experience (NLS Young Men, Mature Men, and Women cohorts for 1967 to 1980); and the Employment Opportunities Pilot Projects Surveys (training of the economically disadvantaged in 1979 and 1980). It was found that nearly 40% of both men and women in the CPS reported undertaking training to improve current job skills. For a given 2-year period in the NLS, the fractions of young men, career women, and mature men reporting some training were about 30%, 24%, and 10%, respectively. For all three groups, the employer was the single most important source of training. Only 11% of the disadvantaged sample reported some training over a similar time interval, with a relatively low proportion getting training from company sources. Also assessed are analyses concerning factors that determine the probability of getting training for each source and type of training, and the effects of training on earnings, earnings growth, and employment stability. (SW)

ED 284 478 HE 020 555

Shere, Waris, Ed.; Duhamel, Ronald, Ed.
Academic Futures: Prospects for Post-Secondary Education.
Ontario Inst. for Studies in Education, Toronto.
REPORT NO.- ISBN-0-7744-0312-8

PUB DATE- 87
NOTE- 172p.
AVAILABLE FROM- Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario, Canada M5S 1V6 ($30.00, catalog no. 1345).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academically Gifted; Cognitive Processes; College Curriculum; College Faculty; *College Role; Competency Based Education; Economic Climate; *Educational Change; Foreign Countries; *Futures (of Society); Governance; Intellectual Development; Nontraditional Students; Participative Decision Making; Peer Evaluation; *Postsecondary Education; Teacher Administrator Relationship; Technological Advancement; Trend Analysis
IDENTIFIERS- *Canada; United States

Present trends and future directions in postsecondary education in Canada and the United States are addressed in 15 essays and an introduction by Ron Duhamel. Authors and titles are as follows: "Traditional Values in the Contemporary University" (Robin H. Farquhar); "Facing the Future" (R. J. Duhamel); "Challenges to the Myths of Our Time" (E. Margaret Fulton); "A Future for Post-Secondary Education in Canada" (Paul Gallagher); "A Learning Log for Life" (Don Glendenning); "The Case for Elitism in the University" (John F. Godfrey); "The University in the Post-Industrial Society" (Norman Henchey); "Universities and Society" (Alvin A. Lee); "Peer Review and Faculty Self-Government: A Dissenting View" (Myron Lieberman); "The Arts Curriculum and University Reform" (Michael P. Maxwell); "Some Issues in Higher Education" (Waris Shere); "Role Conflicts of a Professor of Higher Education: An Autobiographical Case Study" (Michael L. Skolnik); "Through the Learning Glass: The Universities" (Alan M. Thomas); "Intellectual Skills in Higher Education" (Janet G. Donald); and "The Universities' Role in the Economy" (John H. Woods). (SW)

ED 284 492 HE 020 571

Rogers, Brenda H.; And Others
Educational Motivations of Part-Time Adults as Related to Socio-Demographic Variables.
PUB DATE- Apr 87
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-25, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Students; Age Differences; College Students; *Continuing Education; *Course Selection (Students); Credit Courses; Education Work Relationship; *Enrollment Influences; Family Income; Females; Higher Education; Males; *Part Time Students; Sex Differences; *Student Characteristics
IDENTIFIERS- *North Carolina State University
The motivations of adult learners who were not admitted to college degree programs but who chose to take credit courses on a part-time basis were studied, with attention to the relationship of motivational orientations and sociodemographic variables (sex, race, age, and family income level). The study population of 464 part-time students 25 years and older were enrolled at North Carolina State University in fall 1985. Questionnaires completed by the students included 16 reasons for taking credit courses. These reasons were entered into a principal components factor analysis, and the factors were subjected to a varimax rotation. Multivariate analysis was also employed. From the 16 reasons for enrolling, four factors were extracted: job change, job enhancement, self-improvement, and social contact. For the job change scale, gender, age, and income were statistically significant. Higher mean scores on the job change scale were obtained by females than by males and by adults under age 40 than by those age 40 and over. Adults with incomes below $35,000 had higher mean job change scores than those with family incomes of $35,000 and over. Implications of the results for administrators of college programs for adults are addressed. (SW)

ED 284 663 PS 016 707

Jackson, Jacquelyne F.
The Effects of Two Parent Figures on Attachment, Exploratory and Sociability Behaviors of Black Infants.
PUB DATE- 25 Apr 87
NOTE- 10p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attachment Behavior; *Blacks; Comparative Analysis; *Exploratory Behavior; *Fathers; Females; *Infants; Interpersonal Competence; Males; *Mothers; Stranger Reactions
Customarily, several parent figures rear black infants. The effects of this practice on infant-parent attachments have not been studied even though they provide the chance to test the attachment theory contention that infants form a primary attachment when several attachment figures are available. To study this issue, 21 male and 16 female black 12-month-olds from nonindigent families, their mothers, father figures and a stranger were videotaped in a 13-episode separation-reunion session. Infant behaviors rated were proximity seeking, contact maintaining, contact resisting, avoidance, distress at parents' leavings, exploration and sociability with a stranger. Infant-mother and infant-father behaviors were found indistinguishable, suggesting there was no single, primary infant-parent attachment. Moreover, infants were responsive to parents' whereabouts on only one attachment behavior measure. Girls were distressed when alone with the stranger, but boys were not. Exploration, however, was a clear indicator of parents' and the stranger's presence; it was greatest when both parents were present and least when the infant and stranger were alone. The results reveal that two parent figures have equivalent effects on the attachment, sociability, and exploratory behaviors of 12-month-old black infants in a laboratory setting, and have distinctive effects on exploratory behavior. (Author)

ED 284 678 PS 016 740

Carver, Sharon McCoy

Transfer of LOGO Debugging Skill: Analysis, Instruction, and Assessment.

SPONS. AGENCY- National Science Foundation, Washington, D.C.; Spencer Foundation, Chicago, Ill.
PUB DATE- 22 Dec 86
NOTE- 135p.; Ph.D. Dissertation, Carnegie-Mellon University.
GRANT- NSF-MDR-8554464
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041) Reports - Research/Technical (143)
DESCRIPTORS- *Computer Assisted Instruction; Elementary Education; *Elementary School Students; Programing; Skill Development; *Task Analysis; Testing; *Transfer of Training
IDENTIFIERS- *Debugging (Computers); *LOGO Programing Language

This dissertation seeks to determine the extent to which learning debugging in the context of LOGO programming improves children's debugging in other programming and nonprogramming contexts. The approach involves detailed task analysis of debugging (in the form of a computer simulation model), development of model-based instructional guidelines for teaching children debugging skills they do not learn "by discovery," and assessment of the debugging skills children are able to transfer to other programming and nonprogramming tasks. Twenty-two 8- to 11-year-old students took two 25-hour LOGO courses. Half of the students were taught debugging in the context of a LOGO graphics course first and then a LOGO list-processing course. The other half were taught debugging in the same two mini-courses, but in the reverse order. The performance of children taking tests in the first mini-course was compared with the performance of children taking the same tests in the second mini-course. Assessments of students' debugging skills revealed that the debugging strategies learned from explicit instruction in the first computer programming mini-course had a positive impact on children's debugging in both new programming and nonprogramming situations. (Author/PCB)

ED 284 336 EA 019 541

Imbrogno, Salvatore; Imbrogno, Nadia
A Theoretical Construct for an Educational Policy Design.
PUB DATE- 14 Mar 86
NOTE- 22p.; Paper presented at the Annual Meeting of the Comparative and International Education Society (Toronto, Canada, March 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Concept Formation; Educational Change; *Educational Planning; *Educational Policy; Educational Theories; Elementary Secondary Education; Epistemology; Foundations of Education; Inquiry; *Policy Formation; *Research Methodology; Research Utilization; *Theory Practice Relationship
This paper designs a theoretical construct that integrates a number of mainstream systems of inquiry available to educational policymakers. Each system of inquiry has postulates, basic and derived concepts that characterize its epistemological foundations and methodological directives. None of these systems of inquiries, however, is proscriptive in the realization of purposeful planned change. A theoretical construct represents both a unified conception and an alternative system of inquiry for educational policy development. A theoretical construct has application for less developed and complex educational systems. Opportunities are thereby provided for experientials and experimentations in educational policy development. (Author/CJH)

ED 284 376 EC 192 787

Trowbridge, Jack; Mannelly, Kathy
Paper on Data Describing Disabled Students in Post Secondary Education Taken from a Survey Study on: Needs of Students in Post Secondary Education in the State of Washington.
Washington Governor's Committee on Employment of the Handicapped, Olympia.
PUB DATE- 87
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Age Differences; *College Students; *Disabilities; Higher Education; Postsecondary Education; State Surveys; Student Attitudes; *Student Characteristics; *Student Financial Aid; Student Personnel Services; Vocational Schools
IDENTIFIERS- *Washington
Disabled students (N=983) in the state of Washington were surveyed regarding what they felt they needed in postsecondary education services and facilities to gain the best possible education; 432 completed survey questionnaires were returned. The purpose of this paper is to describe how students' characteristics vary with the type of postsecondary school they attend in the state of Washington. Sample results from the tables which make up the bulk of the document include the following: Students' ages ranged from 19 through 36 years. The average age of all disabled students was 31.6 years, with a standard deviation of 10.2 years. Students with systemic/neurological disabilities had the oldest average age of 36.2 years. Those with learning disorders had the youngest average age of 26.5 years. The Division of Vocational Rehabilitation was a significant contributor of financial support across all groups, and was cited by community college and vocational students as the biggest source of financial aid and as the third source for 4-year college students after Supplementary Security Income and Workers' Compensation. College financial aid was the largest source of support for the college students. One-to-one assistance, tutoring, job placement, notetakers, personal counseling, and disability parking ranked highest in terms of student facility and student needs. (CB)

ED 284 390 EC 200 207

Ysseldyke, James E.; And Others
Policy Analysis of Instructional Intervention and Decision Making in Early Childhood Special Education Programs. Research Report #13. Early Childhood Assessment Project.
Minnesota Univ., Minneapolis.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC
PUB DATE- Sep 86
NOTE- 29p.; For other reports in this series, see EC 200 204-209.
GRANT- G008400652
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Comparative Analysis; *Decision Making; *Disabilities; Early Childhood Education; Educational Diagnosis; *Handicap Identification; Individualized Education Programs; *Intervention; Program Evaluation; Regional Characteristics; *School Policy; Screening Tests; *Special Education; Student Evaluation

Findings related to instructional intervention and decision making from four in-depth ecological case studies were integrated and analyzed. The case studies focused on four early childhood special education (ECSE) programs that were characterized by a variety of approaches to ECSE decision making and by urban, suburban, and rural locations. The considerable variability found among the programs' intervention practices appeared to be influenced by demographic characteristics and available funds, program experience, and staff experience. Consistencies were seen across programs for team approaches to interventions, formulations of individualized education programs, and individualization of intervention practices. Trends affecting program effectiveness included availability of specialists, frequent change of program location, lack of formal evaluation of the intervention program, and relationship between ECSE efforts and those of regular education programs. (Author/CB)

ED 284 507 HE 020 594

Balz, Frank
Donors to Higher Education. A *Statistical Profile of Individual* Giving.
National Inst. of Independent Colleges and Universities, Washington, DC.
SPONS. AGENCY- EXXON Education Foundation, New York, N.Y.; Lilly Endowment, Inc., Indianapolis, Ind.; Prudential Foundation, Newark, N.J.
PUB DATE- 87
NOTE- 20p.
AVAILABLE FROM- National Institute of Independent Colleges and Universities, 122 C Street, N.W., Suite 750, Washington, DC 20001 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Donors; Family Income; *Higher Education; Private Colleges; *Private Financial Support; Public Colleges; Questionnaires; School Surveys

Patterns of individual giving to higher education in 1984 are reported, along with the characteristics of donors. The study sample consisted of 66 private and 33 public colleges and universities. Information is presented on: the size of the gift; the income level of donors, by household adjusted gross income; level of giving of donors by whether or not they itemized their deductions in 1984; and giving by age group of donors. Findings include: individual gifts of $5,000 or more made up about one-fifth of all gifts, but accounted for 94.8% of individuals' total support of colleges and universities; donors of large gifts to the colleges and universities focused their giving on single institutions, while donors to the participating independent colleges tended to make gifts to more than one institution; higher education is a high priority for donors of gifts of $5,000 or more; individuals with household adjusted gross incomes of $200,000 or more accounted for only 10.4% of the donors, but their contributions accounted for 61.9% of the total amount given to the colleges and universities. A technical appendix on the research, the study questionnaire, and a list of participating institutions are appended. (SW)

ED 284 521 HE 020 651

Boyer, Carol M.; Lewis, Darrell R.
Faculty Consulting and Supplemental Income. ERIC Digest.
Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-HE-86-4
PUB DATE- 86
NOTE- 3p.; This digest is a summary of "And on the Seventh Day: Faculty Consulting and Supplemental Income" (ED 262 743).
CONTRACT- 400-86-0017
AVAILABLE FROM- ERIC Clearinghouse on Higher Education, George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036 (free with stamped, self-addressed envelope).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Faculty; *Compensation (Remuneration); *Consultants; Employment Practices; Faculty Workload; Higher Education; *Multiple Employment; *Personnel Policy; *Teacher Salaries
IDENTIFIERS- ERIC Digests
Although consulting has long been recognized as a legitimate faculty role in most colleges, concern has arisen about the appropriateness of "double dipping," and particularly whether consulting and other supplemental income activities result in shirking other university responsibilities. The debate centers on six basic issues: who consults, whether it is increasing, whether faculty are shirking university responsibilities, whether they are exploiting consulting opportunities, whether they are motivated to consult primarily by economic reasons, and whether most institutional policies and procedures are adequate for governing such activity. (LB)

ED 284 549 IR 052 015

Chute, Adrienne
Meeting the Literacy Challenge.
Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 87
NOTE- 31p.; In: Annual Report on LSCA Special Activities, FY 1985; see IR 052 014.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; Community Programs; *Federal Aid; Instructional Materials; Library Expenditures; *Library Services; *Literacy; *Literacy Education; Program Descriptions; Psychological Needs; *Public Libraries; State Programs; Teaching Methods; *Tutorial Programs
IDENTIFIERS- *Library Services and Construction Act
Focusing on federal efforts to fight illiteracy through the Library Services and Construction Act (LSCA), Title I, this report describes some of the literacy projects that have been supported by LSCA funds, examines current literacy trends, and discusses some ideas for the future. The definition of literacy is considered, public libraries are discussed as outlets for literacy training, and the following aspects of LSCA literacy projects conducted during the 1980s are summarized: (1) general trends; (2) current developments in literacy materials and software; (3) teaching methods; (4) psychological factors; (5) current developments in program approaches, including one-to-one tutoring programs, community literacy programs, and technological literacy programs; (6) current developments in service to special groups, including family literacy programs, young adult programs, programs for the disabled, programs for the institutionalized, and programs for people with limited English-speaking ability; (7) rural literacy; (8) current developments in statewide coalitions; and (9) evaluation and research needs. Finally, a review of the efforts of public and private organizations to promote literacy campaigns emphasizes the need to move ahead to pursue new methods of meeting the literacy challenge. (KM)

ED 284 563 IR 052 029

Wright, H. Stephen
Library Resources in Special Areas of Music: Film Music.
PUB DATE- 12 Feb 87
NOTE- 13p.; Paper presented at the Annual Meeting of the Music Library Association (Eugene, OR, February 12, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reference Materials - Bibliographies (131) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audiodisks; *Films; *Information Sources; *Music; *Reference Materials; *Resource Materials; *User Needs (Information)
IDENTIFIERS- *Film Music; Musical Scores; Music Composers; Music Libraries; Vendors
Intended as an orientation for music librarians unfamiliar with the film music field, this presentation addresses the most common film music questions received from library patrons, including queries about composers, soundtrack albums, the subject of the music, and scores, and describes the basic film music reference sources to consult for answers. Discussions include the advantages and disadvantages of specific filmographies, discographies, and guides to primary and secondary materials, as well as organizations to consult for additional assistance. A bibliography of 15 filmographies, discographies, secondary bibliographies, guides to primary sources, soundtrack record dealers, and film music organizations is also provided. (KM)

ED 284 578 IR 052 045

Fact Book on the Board of Regents 1987 Legislative Program for Libraries.
New York State Library, Albany.
PUB DATE- 87
NOTE- 42p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Library Automation; Library Facilities; *Library Services; Outreach Programs; *Preservation; *Public Libraries; Research Libraries; School Libraries; *Shared Library Resources; Special Libraries; *State Aid; *State Legislation
IDENTIFIERS- *New York

Following an introductory discussion of the role and use of libraries in New York State, this booklet provides information about the priorities of the Board of Regents of the University of New York for 1987 library legislation to help meet the goal of educational success for all New York residents. Discussions include proposed legislation intended to improve library services by increasing aid for: (1) public libraries, public library systems, reference and research library resources systems, school library systems, and other libraries; (2) public library system coordinated outreach, literacy, and youth services programs; (3) intersystem cooperation in the development of regional and statewide bibliographic databases and other uses of technology to support resource sharing; and (4) a coordinated effort to conserve and protect information resources of unique value to New York State. Other Regents legislative proposals of interest to libraries and other cultural institutions are also summarized. The text is supplemented with 13 photographs, 10 tables, and 4 maps showing New York library systems. A listing of the Regents of the University of the State of New York and other state officials is also included. (KM)

ED 284 592 IR 052 062

Vagianos, Louis
The Jewel in the Temple: University Library Networks as Paradigms for Universities.
PUB DATE- Mar 87
NOTE- 28p.; In: Libraries and the Search for Academic Excellence. Proceedings of the Arden House Symposium (New York, New York, March 15-17, 1987); see IR 052 055.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Libraries; College Role; Educational Change; Educational Cooperation; Higher Education; Information Dissemination; *Information Technology; *Library Networks; Library Role; *Technological Advancement; *Universities
IDENTIFIERS- OCLC; Research Libraries Information Network; University of Toronto Library Automation Systems
This paper is based on two fundamental premises: (1) that the characteristics inherent in information (reproductivity, volatility, and value) combined with the technical capability provided by the new information technology (access, storage, communication, and control) have created the prospect of a new range of internal and external networking possibilities within universities that could provide a major impetus for constructive change in universities; and (2) that, as electronic networking develops, universities will have at their disposal the experience of an underutilized resource of great value--the university library. Support for these arguments is provided by discussions of current problems emanating from information technology that are facing higher education; parallels between the roles and activities of universities and university libraries; specific lessons offered by library networks that are worthy of consideration by universities; and further observations about the general problem of electronic proximity. In addition, an outline of major institutions in the library/information arena that have been major participants in the formation and operation of networks describes the background and major operations of OCLC, Inc., the Research Libraries Information Network (RLIN), the University of Toronto Library Automation System (UTLAS), and various regional networks, as well as providing citations to related literature. (KM)

ED 284 605 JC 870 332

Thoren, Daniel
Reducing Class Size at the Community College.
Princeton Univ., NJ. Mid-Career Fellowship Program.
PUB DATE- May 87
NOTE- 18p.; One of a series of "Essays by Fellows" on "Policy Issues at the Community College."
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Classroom Environment; *Class Size; Community Colleges; Learning Strategies; *Program Costs; *School Holding Power; *Small Classes; Student Participation; Teacher Student Relationship; *Teaching Methods; Two Year Colleges; Working Hours

Reducing class size is an important step in promoting effective learning, but reducing a class from 35 to 15 students alone will not produce the desired results if faculty do not alter their teaching styles. Students must be empowered through teaching techniques that utilize writing, recitation, reaction papers, case studies, peer group pressure, small group and individual student responsibility, and peer instruction. The instructor must be a specially trained facilitator rather than a lecturer relying on tests and textbooks. The General Education curriculum is a logical target for introducing small classes in a community college because these courses seek to develop students' skills in inquiry and communication, and are required of all students. Financing a smaller classes plan would require faculty and administrators to agree to the following conditions: (1) all faculty in the general education curriculum volunteer to participate in the small class teaching plan and in workshops to maximize teaching effectiveness; (2) participating faculty agree to teach six sections of 15 students rather than five sections of 35 students with no additional compensation; (3) scheduling will allow participating faculty a four-day work week; (4) a project team will be established to meet weekly with faculty and discuss problems; and (5) to handle the overload of students, instructors wishing to teach five sections in the traditional lecture/question method will have class sections increased from 35 to 45 students. Since smaller classes increase retention, they can help defer the costs of expanding the smaller class format. To test the success of a small class project, institutions should measure classroom learning, retention rates, and the financial implications of the new plan. A model schedule matrix and small class financial plan is appended. (PAA)

ED 284 619 JC 870 348

Ast, Harley J.
Learning Assistance Program: A Proposal.
PUB DATE- 87
NOTE- 55p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adult Students; *Developmental Studies Programs; Foreign Countries; *High Risk Students; Program Descriptions; Program Development; *Remedial Programs; *Student Personnel Services; Supplementary Education; Technical Institutes; Two Year Colleges
IDENTIFIERS- *Learning Assistance Centers; *Wascana Institute (Saskatchewan)
Background information on Wascana Institute's (Regina, Saskatchewan) existing learning assistance programs is presented along with a proposal for a readily-accessible, one-stop learning assistance center (LAC) that will furnish the information and services underprepared adult learners require to achieve academic success. First, introductory material traces the history of learning assistance at Wascana, presenting information on the admission and enrollment of underprepared students in health sciences and nursing programs and on the first proposal for a learning assistance program and center in 1980 and resulting summer bridge reading/study skills and training assistance programs. The next sections define the services encompassed by "learning assistance," examine the primary functions of a LAC, and offer ten assumptions about learner development. Mission, goal and objective statements for the LAC are followed by a description of systems for learning assistance and a discussion of requirements for professional staffing, space, equipment and furnishings, and program materials. Finally, information on funding, implementation, and evaluation is provided, and concluding LAC proposals are presented. Enrollment data, job descriptions, and an extensive bibliography are included. (EJV)

ED 284 633 JC 870 363

Liability of Landowners and Real Estate Brokers in Environmental Tort Actions. Teachers Instructional Packet, TIP No. 7, Fall 1985.
Texas A and M Univ., College Station. Texas Real Estate Research Center.
PUB DATE- 85
NOTE- 64p.; For other Teachers Instructional Packets in this series, see JC 870 357-372.
AVAILABLE FROM- Texas Real Estate Research Center, Texas A & M University, Blocker Bldg., College Station, TX 77843 ($2.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Business Education; *Court Litigation; *Environmental Standards; Instructional Materials; *Landlords; *Legal Responsibility; *Pollution; Postsecondary Education; Real Estate; *Real Estate Occupations; State Legislation; Teaching Guides
IDENTIFIERS- *Texas

Part of a series of classroom aids designed for real estate instructors, this instructional packet was developed to help real estate students understand the landowners' and brokers' legal liabilities resulting from environmental pollution. First, an instructor's presentation, keyed to a series of overhead masters, is provided. Section I offers introductory comments. After a brief discussion of the environmental pollution tort, section II presents research findings related to the Texas courts' decisions on environmental suits; the concept of foreseeability, which indicates that the defendant knew or should have known about the pollution; the duty of care owed by the defendant (landowner/broker) to the plaintiff; determination of causation; and allowable damages. Section III looks at special legal concepts of the environmental tort, including the latency (hidden defect) factor, statutes of limitations, and joint and several liability. Section IV deals with the liability of successor landowners and real estate brokers, while section V suggests preventive steps that successor landowners or real estate brokers may take, such as use of disclaimers, title opinions and title insurance, contracts between predecessor and successor landowners, deciding not to buy or broker, and being aware of activities on or near the property. Finally, section VI offers conclusions. Extensive references to relevant court cases, 18 visuals keyed to the text, and an evaluation form conclude the document. (EJV)

ED 284 647 PS 016 329

Hope, Margaret
Understanding Crying in Infancy. Selected Papers Number 43.
Foundation for Child and Youth Studies, Kensington (Australia).
PUB DATE- 86
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Child Rearing; *Cognitive Development; *Etiology; Foreign Countries; *Infant Behavior; Parent Child Relationship; *Parent Role; Prevention; *Psychological Needs
IDENTIFIERS- *Crying

Presented are practical ideas parents can use to prevent and manage excessive crying during their infant's first year. Designed to foster the development of children's physical and emotional independence, the ideas discussed concern (1) the changing functions of crying throughout the infant's first year, (2) causes of crying, (3) the intellectual development of infants, (4) the emotional needs of infants, (5) past and present child rearing practices, (6) the effect of conflicting advice on parents, and (7) aspects to consider in giving advice to parents about preventing and managing the crying behavior of their infant. The last topic includes brief considerations of infant temperament, cultural perspectives, the intellectual development and emotional needs of babies, social factors related to excessive crying, physical causes of excessive crying, and problematic aspects of handling, which include controlling, calming, picking up, responding, and pushing away. Concluding remarks emphasize that parents who can respond promptly but not urgently to crying and enjoy cuddling for affection's sake without feeling guilty, will, contrary to popular belief, have a baby who at 12 months cries less, is more independent, and is neither spoiled nor uncontrollable. (RH)

ED 284 694 RC 016 302

Human Services and Community Life in Rural New York State: An Action Strategy.
New York State Legislative Commission on Rural Resources, Albany.
PUB DATE- 7 Mar 85
NOTE- 29p.; One of nine reports from the Symposium of the New York State Legislative Commission on Rural Resources (2nd, New Paltz, NY, February 6-8, 1986). For reports of the 1st symposium, see ED 250 123-131 and ED 255 338; for other reports of the 2nd symposium, see RC 016 303-304.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Characteristics; *Community Problems; *Community Services; *Delivery Systems; Family Problems; *Government Role; Human Services; Judges; Police Education; Public Policy; Quality of Life; Rural Areas; Rural Development; *Rural Environment; *Social Services; Statewide Planning
IDENTIFIERS- Goal Setting; *New York; Situational Analysis

Participants in a symposium concerned with issues affecting rural New York State identified strengths and weaknesses and suggested policy in relation to three broad goals in the area of human services and community life: (1) increase community awareness of problems affecting rural localities, including the causes and effects of crime, violence, and poverty; (2) develop an integrated system of human services intended for individuals affected by alcoholism, substance abuse, mental illness, and developmental disabilities; and (3) unify rural community action in the areas of day-to-day operation of state government and as an advocate for rural policy. Among rural strengths cited were easy access to public officials, neighborliness, opportunities to participate in local government, and a growing number of rural advocacy units in state government. Weaknesses included reluctance by many to acknowledge the existence of serious social problems in rural communities, untrained local justices, and urban-oriented regulations. Policy suggestions dealt with mandatory social sensitivity and awareness training for rural police and justices, permissive legislation allowing for a single organizational unit to provide all human services within a county or counties, and establishment of executive and legislative bodies with responsibility for rural concerns at the state level. (JHZ)

ED 284 708 RC 016 332

Duerr, Mark
A Report on Dropout and Graduation Rates for the High School Class of 1985 in Region II Migrant Child Education.
PUB DATE- 20 Apr 86
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Dropout Characteristics; Dropout Prevention; Dropout Rate; *Dropouts; Enrollment; *High School Graduates; High Schools; *High School Students; Hispanic Americans; *Migrant Education; *Migrant Youth; Migration Patterns; Questionnaires
IDENTIFIERS- *California

Lack of data on California high school graduation and dropout rates prompted the development of a research method for determining graduation and dropout rates for the Region II Migrant Education enrolled high school Class of 1985. The most accurate method of estimating these rates was to track individual students through their high school years. Migrant Education Resource Specialists (RSs) were questioned about the Class of 1985 students who attended their schools. A survey containing the names of all migrant students enrolled in the ninth grade at each RSs school in 1981 was mailed in the late spring 1985; 78% returned their surveys. RSs accounted for 86% of the 686 students in the study. Of these Region II students, 63% graduated high school in 4 years, 26% were confirmed dropouts, 4% remained in school as overage seniors, and 7% of data was "missing". Thus, the total of potential dropouts is 37%, slightly lower than the statewide Hispanic dropout rate of 39%. Based on the study, two recommendations were made: to gather information on all disenrollments, and to document the reasons students drop out. With this information, special dropout prevention programs could be developed. A sample survey form is appended. (JMM)

ED 284 534 IR 012 777

Moore, Michael G., Ed.
Counselling in Teaching at a Distance. A Bibliography of Articles.
PUB DATE- Oct 83
NOTE- 53p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Abstracts; *Adult Education; Annotated Bibliographies; *Counseling; *Counselors; Developed Nations; Disabilities; *Distance Education; Foreign Countries; Higher Education; *Open Universities; Tutors
IDENTIFIERS- *Open University (Great Britain)

Abstracts of 72 articles selected from "Teaching at a Distance," numbers 1-24, are provided in this bibliography, which was prepared for an international conference held in Cambridge, England, in September 1983. The following topics related to distance education and counseling at Great Britain's Open University are covered: (1) general theory of counseling from the Open University perspective; (2) the Open University tutor-counselor; (3) Open University post-foundation counseling; (4) adult learners; (5) Open University student progress, withdrawal, and drop-out; (6) disabled students; (7) Open University remote students; (8) study skills; (9) study centers; (10) preparatory courses; (11) Open University continuing education; (12) advisory-referral services; (13) vocational guidance; (14) Open University briefing and training; and (15) comparative and international considerations. (MES)

ED 284 323 EA 019 461

Positive Prevention: Successful Approaches To Preventing Youthful Drug and Alcohol Use and La Prevencion Positiva: Metodos que han tenido exito en la prevencion del uso de drogas y alcohol entre la juventud.

American Association of School Administrators, Arlington, Va.; Quest National Center, Columbus, OH.
REPORT NO.- ISBN-0-87652-105-7
PUB DATE- 85
NOTE- 33p.
AVAILABLE FROM- Publication Sales, American Association of School Administrators, 1801 North Moore Street, Arlington, VA 22209 (Stock No. 021-00154; specify English or Spanish version; $1.50 plus $2.50 shipping and handling; quantity discounts; orders under $20.00 must be prepaid).
LANGUAGE- English; Spanish
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Alcoholism; *Community Role; Dropout Rate; *Drug Abuse; *Drug Education; Elementary Secondary Education; Health Education; *Parent Role; Parent Student Relationship; *Peer Influence; *Program Development; Program Effectiveness; School Community Relationship; Smoking; Student School Relationship
IDENTIFIERS- *Alcohol Abuse

The United States has the highest rate of youthful drug abuse of any industrialized country in the world. There is a growing awareness that drug and alcohol use are closely connected to other problems such as teenage suicide, adolescent pregnancy, traffic fatalities, juvenile delinquency, poor school performance, runaways, and dropouts. Youthful drug abuse is a complex and multifaceted problem that cannot be resolved through simplistic or punitive methods. More drug abuse prevention programs are focusing on an approach called "positive prevention" that follows three key principles: (1) helping young people develop skills (e.g., problem solving, critical thinking, effective communication); (2) encouraging youth to adopt a drug free lifestyle; and (3) the development of a peer group that promotes and practices drug-free living. Parents and adults are important role models and function as examples for young people to emulate. They should arm themselves with basic facts about drug use and work to develop and support community-based prevention programs. The document, available in either English or Spanish, includes a list of 10 tips for parents to practice in their homes. (MD)

ED 284 350 EA 019 558

Stanfield, Pamela C.; Walter, James E.
The Principal as White Knight.
PUB DATE- 87
NOTE- 43p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Case Studies; *Educational Environment; Elementary Education; Expectation; *Leadership Qualities; *Principals; School Administration; *School Effectiveness

This 20-month study describes an elementary school principal, John Meyer, and examines his leadership behaviors. From an effective schools perspective, the principal is seen as the white knight who "saves" the children by providing an effective school. John Meyer is known as a "turnaround" principal who came to Garvin School (located in a Missouri school district that had once served a predominantly white population but whose racial composition began to change in 1967) and transformed it from the "armpit of the district" to a good school. When this educator arrived, low student achievement, nonexistent discipline, and poor staff morale were the norm. Realizing that tackling all problems at once would yield minimal results, Meyer approached instructional improvement in four phases: discipline, achievement, attitude, and personnel. The paper details Meyer's approach, based on high expectations, a "good feeling" atmosphere, and close supervision. Next Meyer's leadership techniques are discussed, especially his organizational and communication skills. Meyer's approach exemplifies T. J.

Sergiovanni's model of leadership based on five forces: technical, human, substantive, symbolic, and cultural. In this model, which refutes the assumption that any person trained in good management and human relations can lead an organization, the first three forces are esssential for a competent organization, and the last two are necessary for excellence. The present study provides a large database for assessing and validating Sergiovanni's leadership model. (MLH)

ED 284 363 EA 019 578

Roid, Gale H.
At-Risk Youth Programs in Oregon: A Sourcebook of Program Ideas for Public Schools.
Oregon State Dept. of Education, Salem.
PUB DATE- Feb 87
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Behavior Problems; *Cooperative Planning; *Demonstration Programs; Dropout Research; *Dropouts; Elementary Secondary Education; *High Risk Students; Individualized Education Programs; Needs Assessment; Program Effectiveness; *Public Schools; School District Size; School Statistics; Social Influences; State Surveys; *Student Needs; Student School Relationship
IDENTIFIERS- *Oregon
This sourcebook describes methods of dealing with dropouts in Oregon school districts. "At-risk youth" and "dropout" are defined and survey results of 98 percent of superintendents concerning program offerings are summarized. Data suggest that medium-size districts require greatest assistance. Despite increases in single-parent households and drug and alcohol abuse, results reveal that at-risk programs are only emerging. Types of systems, programs, and projects are detailed. Information sources for these approaches are provided. Systems are based on effective schools research, data-based monitoring, or screening and follow-up. A program is an integrated, long-term series of projects. Examples from large, medium, and small districts are presented. Projects, classified and exemplified by schools, include: (1) educational--Forest Grove High School's individualized project; (2) alcohol and drug awareness/treatment--Eugene's IMPACT program; (3) health and mental health--North Eugene High School's health center; (4) teen pregnancy--Eugene's Opportunity Center; (5) family services--Portland's Project RETURN; (6) vocational--Salem's Construction Cluster; (7) counseling/guidance--Santa Clara Elementary School's Mentor/Advocate project; (8) staff development--Springfield's multifaceted project; and (9) community action--Portland's Leaders Roundtable Planning project. Recommendations include personalization in planning, increasing elementary prevention programs, and reviewing "excellence" reforms to ensure access for at-risk youth. (CJH)

ED 284 404 EC 200 222

AIDS in Michigan: A Report to Gov. James J. Blanchard.
Michigan State Dept. of Public Health, Lansing.
PUB DATE- Apr 86
NOTE- 75p.; Produced by the Public Health Advisory Council and Expert Committee on AIDS.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Communicable Diseases; Disease Control; Disease Incidence; Educational Policy; Elementary Secondary Education; Health Needs; High Risk Persons; Prevention; Public Education; Public Health; *Special Health Problems; State Government; State Programs
IDENTIFIERS- *Michigan

This report presents information regarding the incidence, effects, programs, policies, and services pertaining to Acquired Immune Deficiency Syndrome (AIDS) in Michigan. A list of 55 recommendations concerning prevention and control, provider and institutional care, state government policy, and financing precedes sections detailing the current status and possible future impact of AIDS on these areas. The first section of this report is an overview which discusses incidence in Michigan and other areas, deaths from AIDS, high risk persons, treatment and effects of AIDS. A section on prevention and control discusses such activities as surveillance by public health agencies to collect accurate information about AIDS, education for the general public, and epidemic control measures. The third section considers provider and institutional care issues centering around the availability of and access to medical and support services needed by AIDS patients and the educational and inservice training needs of health professionals. The Michigan state government policies and roles are addressed in the fourth section, including discussion of policy effects on state employees, contractors with the government, persons institutionalized in state facilities, the general population, and AIDS patients. The cost of AIDS-related activities and recommended levels of state financial support are discussed in the final section. Appendices contain a glossary, lists of committee participants, and selected references. (CB)

ED 284 419 FL 016 672

Nord, James R.
Language as an Interactive Process.
PUB DATE- Sep 86
NOTE- 44p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Opinions/Personal Viewpoints/Position Papers/Essays (120) Journal Articles (080)
DESCRIPTORS- Communication (Thought Transfer); Discourse Analysis; Equipment Utilization; *Interaction; Interactive Video; *Language Processing; *Learning Processes; Linguistic Theory; *Media Adaptation; Second Language Instruction; *Second Language Learning; Technological Advancement

In order to teach anything, two fundamental questions must be asked and answered continually: What should be taught, and how should it be taught? The answer to the second question is highly dependent on the answer to the first, but the present answer to the first question is inadequate and inappropriate to today's communication tools. Language must first be viewed as an interactive process in which content must be placed in context. Teachers alone cannot teach content without the appropriate context, but educational technology, particularly new interactive video systems, can do so. Unfortunately, the common approach to using such technological innovations is to adapt them to old methods rather than developing their unique characteristics and exploiting their potential for advancement. Possible new techniques include use of visually obvious segments from broadcast television, cable broadcasts into which quizzes and immediate feedback are integrated, and interactive videodisks containing games, entertaining feature films, and creative movie-making. (MSE)

ED 284 450 FL 016 856

Doughty, Catherine
Relating Second-Language Acquisition Theory to CALL Research and Application.
PUB DATE- 82
NOTE- 36p.; In: Smith, William Flint, Ed. Modern Media in Foreign Language Education: Theory and Implementation. The ACTFL Foreign Language Education Series; see FL 016 850.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Classroom Research; *Computer Assisted Instruction; Educational Research; Educational Technology; *Learning Processes; *Linguistic Theory; Models; Psycholinguistics; Second Language Instruction; *Second Language Learning; *Theory Practice Relationship
The progress theorists have made toward developing models of second-language acquisition suggests that researchers need to pay more attention to classroom data. Computer-assisted language learning (CALL) can link theory to practice. A review of the connections between second language acquisition theory and CALL points out several factors, including: (1) second language pedagogy must be reconnected to theory and empirical research; (2) classroom-oriented research can make a valuable contribution to understanding second language acquisition processes; (3) the use of the computer as a basic tool in second language acquisition research can provide new and detailed kinds of data; (4) computers have the capabilities to recycle the results of empirical investigations into the classroom; (5) using the computer in the language classroom offers a convenient means of deriving issues and questions for research; and (6) a reconnection of pedagogy and theory may be further advanced from computer-assisted research into the psycholinguistic processes of language learning. (CB)

ED 284 337 EA 019 543

Grinstead, Kenneth
The Michigan Teacher and Tenure: A Study of the Michigan Teachers' Tenure Act. 1987 Edition.
Elken Associates, Ann Arbor, Mich.
PUB DATE- 87
NOTE- 274p.

AVAILABLE FROM- Publication Sales, Elken Associates, 2507 Meade Court, Ann Arbor, MI 48105 ($16.95 plus $1.50 for handling; quantity discounts).
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Administrator Responsibility; *Board of Education Policy; Collective Bargaining; *Compliance (Legal); *Court Litigation; Due Process; Elementary Secondary Education; Employer Employee Relationship; *Employment Practices; Leaves of Absence; Legal Responsibility; Probationary Period; School Districts; State Legislation; Teacher Certification; Teacher Discipline; Teacher Dismissal; Teacher Responsibility; *Teacher Rights; *Tenure
IDENTIFIERS- *Michigan Teachers Tenure Act 1964

Complete information about the Michigan Teachers' Tenure Act is presented in this 12-chapter volume. Tenure is an employment security device giving permanent status and protection against dismissal except for stated cause. An overview discusses tenure's advantages and disadvantages and legislation in Michigan that culminated in the 1964 Teachers' Tenure Act. Chapter 2 covers certification in relation to tenure rights. The probationary period and dismissal are analyzed in chapter 3. Tenure rights for nonclassroom positions are dealt with in chapter 4. In a discussion of layoff and recall, chapter 5 describes the local controlling boards' authority, notice requirements, and recall obligations and rights. Granting and denying leaves of absence is covered in chapter 6, and chapter 7 focuses on the discharge, suspension, and demotion of tenured teachers. Discontinuing service by resignation or abandonment is examined in chapter 8. Chapter 9 reports on discharge and demotion procedures. Chapter 10 sets forth appeal rights, including time limitations and hearing procedures. Remedies for wrongful suspension, demotion, or discharge are analyzed in chapter 11. The concluding chapter touches on such miscellaneous topics as transfer of tenured teachers and tenure rights under district reorganization. An appendix provides a reprint of the Tenure Act and tables of court decisions and attorney general opinions. (CJH)

ED 284 435 FL 016 827

Rudin, Catherine
Multiple WH-Fronting Constructions.
PUB DATE- 86
NOTE- 8p.; Paper presented at the Annual Meeting of the Linguistic Society of America/American Association for Applied Linguistics (New York, NY, December 27-30, 1986). Portions contain smudged type.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Bulgarian; Comparative Analysis; Connected Discourse; Form Classes (Languages); Function Words; Language Patterns; *Phrase Structure; *Serbocroatian; Structural Analysis (Linguistics); Surface Structure; *Syntax; Uncommonly Taught Languages

The unique position of WH words in Slavic languages is discussed, with specific reference to Bulgarian and Serbo-Croatian. The multiple fronting characteristics of Bulgarian and Serbo-Croatian differ in terms of the following positions and behaviors: extraction from embedded questions; clitic placement and other indications of constituent status; and word order. Multiple extraction allows the movement of multiple WH words out of an embedded clause. In Bulgarian all WH words in a multiple question must move to a higher clause but only if the question is non-interrogative; in Serbo-Croatian only one WH word can be extracted from a clause. The position of clitics (i.e. object pronouns) relative to WH words must come after the whole WH word sequence in Bulgarian; in Serbo-Croatian the clitics follow the first WH word and may not come after the group. Adverbs, parentheticals, and various particles can also split the WH word order sequence in Serbo-Croatian but not in Bulgarian. WH words in Bulgarian occur in a relatively fixed order; for example, nominative case precedes accusative. In Serbo-Croatian, the order of the fronted WH words appears to be entirely free; for example, the accusative and nominative can occur in either order. The varying properties of Bulgarian and Serbo-Croatian WH words divide other Slavic languages into two major clusters; for instance, Romanian shares the relevant properties of Bulgarian, while Polish and Czech follow the Serbo-Croatian pattern. (TR)

ED 284 479 HE 020 556

Instructional Locations Away from the Main Campus, Fall 1986. State University of New York. Office of Institutional Research Report No. 16-87.

State Univ. of New York, Albany. Central Staff Office of Institutional Research.

PUB DATE- May 87

NOTE- 135p.; For an earlier report, see ED 196 374.

AVAILABLE FROM- Office of Institutional Research, State University of New York, State University Plaza, Albany, NY 12246.

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Community Colleges; *Credit Courses; Degrees (Academic); Educational Certificates; Enrollment Trends; *Extension Education; Full Time Faculty; Higher Education; Institutional Characteristics; *Multicampus Colleges; *Off Campus Facilities; Part Time Faculty; Satellite Facilities; School Location; *State Universities

IDENTIFIERS- *State University of New York

Information about off-campus instructional locations of the State University of New York is presented, based on results of the Instructional Locations away from the Main Campus Survey, Fall 1986. An extensive table comprising more than one-third of the document lists each of the 411 instructional locations away from the main campus, providing information on the following: number of courses by level, registrations, academic programs whose requirements can be met at the location, the type of award offered by the location, whether a complete degree program is offered at the location, the number of full- and part-time faculty, and characteristics of the location. Three additional tables describe those locations away from the main campus that meet the state's requirements for: (1) branch campuses, interinstitutional programs, or exceptions by offering complete academic programs leading to a certificate or degree; (2) extension center or interinstitutional centers (i.e., not offering a complete academic program but offering more than 15 credit courses or having more than 350 course registrations); (3) extension sites or interinstitutional sites (i.e., not offering a complete academic program and not offering more than 15 courses for credit and not having more than 350 course registrations). A two-page narrative summary of the data is included. (SW)

ED 284 493 HE 020 572

Hand, Carol A.; Prather, James E.
Predicting Institutional Choice: Patterns of Enrollment in the Higher Education Student Market.

PUB DATE- Apr 87
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-25, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Academic Aptitude; Black Students; *College Choice; College Entrance Examinations; Educational Background; *Enrollment Influences; Females; Grade Point Average; Higher Education; Males; Minority Groups; Predictive Measurement; *Predictor Variables; Race; Sex; White Students

Factors affecting college choice of beginning college freshmen were studied. The influence of academic background and performance of students residing in a metropolitan area was assessed from 1983 to 1986 with 33 institutions of a statewide university system. Using multivariate discriminant analysis, institutions attended were predicted using the following independent variables: Scholastic Aptitude Test verbal and mathematics scores, high school grade point average (GPA), and cumulative GPA. The analysis was performed for all students and for gender and minority status groups. For the sample of 187,923 students, it was possible to accurately predict college choice for 15% of the students, 16% for black females, 16% for black males, 14% for white females, and 17% for white males. The total structure coefficient from the discriminant analysis were similar across the five analyses. The findings support the conclusion that for students in general, institutional choice exhibits similar patterns across minority status and gender groupings. (SW)

ED 284 535 IR 012 778

Chapman, Shirley
A Critique on the Computer Literacy Curriculum in Alberta, Canada.
PUB DATE- 84
NOTE- 20p.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Computer Literacy; *Computer Science Education; *Curriculum Design; Curriculum Evaluation; Developed Nations; Elementary Secondary Education; Foreign Countries; Junior High Schools
IDENTIFIERS- *Alberta; Canada
The organizational scheme of the 1984 Alberta Computer Literacy Curriculum and its appropriateness in relation to stated purposes, philosophy, rationale, and goals are examined in this paper, using the junior high school curriculum for illustration. Several conclusions are drawn: (1) the curriculum is well organized; (2) its basic organizational scheme is one of centers (topics) and elements (dimensions of awareness, function, and critical understanding of the topics); (3) objectives correspond to the organizational scheme and advance in difficulty; (4) the organizational scheme is appropriate to the curriculum; (5) flexibility of time is given to the experienced versus the inexperienced student; (6) hands-on computer experience is provided for each student; (7) skills, knowledge, and attitude development are included in the program; and (8) the rationale and philosophy are incorporated into the curriculum. Impending changes in the curriculum are described, and five charts depicting various aspects of the curriculum are appended. (MES)

ED 284 564 IR 052 030

Frost, William J.
Library Studies I Workbook.
Bloomsburg Univ., PA.
PUB DATE- Apr 87

NOTE- 34p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Academic Libraries; Higher Education; Individualized Instruction; *Library Catalogs; Library Guides; *Library Instruction; *Library Services; Microforms; Orientation Materials; *Reference Materials
IDENTIFIERS- *Bloomsburg University PA
Developed for use in the Library Studies I component of the Library Studies Program at Bloomsburg University (Pennsylvania), this self-paced workbook is intended to acquaint students with the Harvey A. Andruss Library and help them develop information-seeking skills. The workbook is designed to be used in conjunction with an exercise book, and completion of the entire unit is expected to take approximately three hours. Following a brief discussion of the Library Studies Program and workbook, introductory material includes the Library Studies I objectives, instructions on use of the workbook, and a glossary of 14 library-related terms. Basic information about the library is provided in seven chapters: (1) Library Orientation; (2) Readers' Services; (3) Card Catalog; (4) Topic Approach to the Catalog; (5) Basic References and Periodical Indexes; (6) Other References; and (7) Microforms. The text is supplemented with four illustrations, and the appropriate exercise book assignments are indicated at the end of each chapter. (KM)

ED 284 579 IR 052 046

Huffman, Robert F.
In Praise of Mr. S. Platter and His Marvelous, Magnificent CD ROM Laser Disc Index for ERIC and PSYCHLIT.
PUB DATE- Jul 87
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Academic Libraries; Autoinstructional Aids; Higher Education; Instructional Materials; *Library Instruction; *Online Searching; *Optical Data Disks; Relevance (Information Retrieval); *Search Strategies; User Needs (Information)
IDENTIFIERS- *ERIC; *PSYCHLIT; SilverPlatter Information Inc; University of Missouri Columbia; User Training
These instructions are designed to help patrons of the University of Missouri-Columbia library perform searches on PSYCHLIT, a CD-ROM (compact disc, read only memory) version of the Psych Abstracts database, and a CD-ROM version of the ERIC database, both produced by SilverPlatter Information Services. Basic information is provided about the disk contents, use of the work station function keys, viewing and evaluating records, and printing search results. In addition, a four-part set of instructions, "How to Do a Search on the ERIC/PSYCHLIT CD-ROM Indexes," provides the following information: (1) instructions for performing a practice search using prescribed terms, displaying the retrieved records, and printing the search results; (2) instructions to enable a user to perform a search on a topic of his or her choice and to display and print the results; (3) helpful hints for completing a successful search; and (4) questions and answers about searching. A checklist of 22 items that a patron-trainee should be made aware of in order to use the ERIC and PSYCHLIT CD-ROM indexes and four suggestions for the librarian-trainer is also included. (KM)

ED 284 664 PS 016 708

Wachs, Theodore D.
Comparative Salience of Physical and Social Environmental Influences.
PUB DATE- Apr 87
NOTE- 22p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Environmental Influences; Hypothesis Testing; *Infants; *Language Acquisition; *Learning Motivation; *Physical Environment; Predictor Variables; *Social Environment
The overwhelming majority of research on environmental influences has concentrated on the social environment, to the relative neglect of the physical environment. This neglect is justified by an unvalidated hypothesis, namely that the physical environment must be mediated by social parameters in order to influence development. Two studies were conducted to test that hypothesis. Subjects in both studies were 12-month-old infants. Physical and social environment codes, based on direct home observation, were taken from the Purdue Home Stimulation Inventory. The outcome variable of the first study was that of language development, while that of the second was infant mastery motivation. In both studies, hierarchical regression was used to assess whether unique predictive variance was associated with either the physical or social environments. Results indicated that when social environment codes were entered first, the physical environment codes still maintained their predictive power. In contrast, when physical environment codes were entered first, the predictive power of the social environment codes dropped to nonsignificance. These results are contrary to the hypothesis that the physical environment must be mediated by the social environment, and suggest that neglecting the study of physical environment influences cannot be justified empirically. (RH)

ED 284 679 PS 016 749

Lewin, Philip
Constructivism and the Epistemic Object.
PUB DATE- May 87
NOTE- 21p.; Paper presented at the Annual Symposium of the Jean Piaget Society (17th, Philadelphia, PA, May 28-30, 1987).

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Children; Educational Philosophy; *Epistemology; *Learning Theories; *Piagetian Theory
IDENTIFIERS- Constructivism; *Genetic Epistemology; Hegel (Georg Wilhelm Friedrich); Kant (Immanuel); *Knowledge; Ontology
Investigators influenced by Anglo-American epistemology have frequently misinterpreted Piaget's genetic constructivism as an empirical psychology, seeing knowledge acquisition as a process in which representations of the world come into increasingly close correspondence with an ontologically unproblematic external reality. Both this interpretation of Piaget, and of ontology, are open to question. First, genetic epistemology seeks to elucidate the epistemic activity through which knowledge is constructed; the particular knowledge claims empirically elicited are only secondarily relevant. Second, the understanding that knowledge is constructed renders problematic the status of the epistemic object, or object-as-known. Structural realism is thus proposed as the appropriate counterpart to Piaget's epistemology, though ambiguities in the theory prevent a definitive choice between interpreting the theory in terms of ontoiogical correspondence or epistemological coherence. (Author)

ED 284 709 RC 016 333

Manson, Donald M.; And Others
Mexican Immigration to Southern California: Issues of Job Competition and Worker Mobility. Impacts of Immigration in California.
Urban Inst., Washington, D.C.
SPONS. AGENCY- Ahmanson Foundation, Beverly Hills, CA.; Atlantic Richfield Foundation, Los Angeles, CA.; Times Mirror Co., Los Angeles, CA.; Weingart Foundation, Los Angeles, CA.
REPORT NO.- PDS-85-2
PUB DATE- Aug 85
NOTE- 38p.; Earlier versions of this paper were presented at the 1984 Annual Meeting of the American Sociological Association and the 1985 Annual Meeting of the American Statistical Association.
AVAILABLE FROM- The Urban Institute, P. O. Box 7273, Dept C., Washington, DC 20044 ($6.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Blacks; Economic Factors; Educational Attainment; Employment Opportunities; *Employment Patterns; Hispanic Americans; Job Skills; Labor Economics; Labor Force; *Labor Market; Mexican Americans; *Mexicans; Migrant Employment; *Migration Patterns; Occupational Mobility; Population Trends; *Undocumented Immigrants; Unemployment; *Unskilled Workers
IDENTIFIERS- *California (Los Angeles); Impact Studies
Characteristics that would tend to place Mexican immigrants in direct competition with native workers for jobs at the bottom of the wage and skill hierarchy are their numbers, their largely undocumented status, low education and skill levels, and poor English-speaking ability. Using regression analysis, 1980 Census data were analyzed to determine whether concentrations of Hispanics in the labor market increased unemployment in the Los Angeles metropolitan area. Analyses found no evidence of an immigration-induced increase in unemployment, even with Los Angeles' high concentration of undocumented Mexican immigrants. Significantly, Black workers, who potentially may be the group most seriously affected by a surge of low-wage immigrants, showed a general upgrading in their occupational status. There were indications, however, that this immigration may have altered the pattern of internal migration to the region. Evidence suggested that the rate of low-wage workers migrating to California from other parts of the country had declined while the flow of immigrants from Mexico had increased; and the rate of out-migration had risen steadily. Mexican immigrants who came to California during the 1970s may have served as labor market complements to skilled internal in-migrants and as substitutes for less-skilled workers. (JMM)

ED 284 377 EC 192 788

East, Joanne
Yes You Can! A Booklet to Help Young People with Learning Disabilities Understand and Help Themselves. Revised Edition.
National Easter Seal Society for Crippled Children and Adults, Chicago, Ill.
PUB DATE- 87
NOTE- 33p.
AVAILABLE FROM- National Easter Seal Society, 2023 West Ogden Ave., Chicago, IL 60612 ($1.65 plus $0.75 postage).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Resources; Family Attitudes; Individual Differences; Intermediate Grades; *Learning Disabilities; *Learning Problems; Peer Acceptance; Secondary Education; *Self Concept; *Self Esteem; *Student Problems

Intended for students with learning problems, this booklet is designed to help the student deal with his/her learning disability. Presented in simple language and cartoon-like illustrations, this publication addresses the causes of and misconceptions about learning problems, how it feels to have a learning disability, what can be done, and where to go for help. The first section names famous people, including Thomas Edison, Beethoven, and Bruce Jenner, who overcame learning problems. Section 2 defines learning problems. The third section emphasizes the importance of individual differences. Section 4 discusses the causes of learning problems. Section 5 suggests techniques for dealing with various learning problems, such as using a computer and a calculator, studying spelling in different ways, typing work, answering essay questions on a tape recorder, and working behind a screen. Section 6 considers attitudes of family and friends toward children with learning disabilities. The seventh section presents learning-disabled students' descriptions of themselves and the ways they have dealt with their disability. A 17-item resource list is included. (CB)

ED 284 391 EC 200 208

Thurlow, Martha L.; And Others
Policy Analysis of Exit Decisions and Follow-Up Procedures in Early Childhood Special Education Programs. Research Report #14. Early Childhood Assessment Project.
Minnesota Univ., Minneapolis.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Sep 86
NOTE- 27p.; For other reports in this series, see EC 200 204-209.
GRANT- G008400652
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Standards; Case Studies; Comparative Analysis; *Decision Making; *Disabilities; Early Childhood Education; Evaluation Criteria; Evaluation Methods; Followup Studies; Program Evaluation; Regional Characteristics; *School Policy; *Special Education; *Student Placement

Relevant policy issues for early childhood special education (ECSE) programs to consider in the areas of exit decision making and follow-up procedures are identified in this report. These issues were generated through extensive naturalistic case studies of four ECSE programs located in urban, suburban, and rural communities and were selected to reflect a variety of approaches to ECSE programming. Data analysis indicated that the child's age is the most frequently used criterion in exit decisions, apparently influenced by very limited educational options for kindergarten and primary level handicapped children. Most programs used team approaches to make the exit decision, and some programs also conducted follow-up studies to evaluate students' progress. Guidelines for exit decision making and follow-up procedures conclude the report. (Author/CB)

ED 284 465 HE 020 505

Johnson, Patricia
The Activist Decade: Its Influence on Briar Cliff College.
PUB DATE- 86
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Activism; Case Studies; Catholic Schools; *Church Related Colleges; Conservatism; Demonstrations (Civil); Dissent; *Educational History; Higher Education; Liberalism; Peace; *Political Attitudes; Small Colleges; *Social Values; *Student Attitudes; War
IDENTIFIERS- *Briar Cliff College IA
The influence of the "activist decade" (spanning the early 1960s through the early 1970s) on Briar Cliff College (Iowa), a small midwestern liberal arts college affiliated with the Catholic Church, is discussed. Forces such as racism, the Vietnam War, and student unrest elicited concern and activism at Briar Cliff College, although there were never the intensely expressed mass protests that occurred at many larger universities. The "liberal idealism" of the era was influential despite parochial and conservative traditions at the college. Factors that generated liberal sentiments among students and faculty at Briar Cliff included the national news depiction of ghetto violence and campus unrest, resistance to the draft, music of the time, and a primarily young faculty at the college in the 1970s. Idealism of the new young faculty was further influenced by the college's Franciscan heritage that emphasized values such as concern for the whole person. Examples of limited forms of political protest at the college and community are cited, along with other ways that students expressed their values and concerns. More recently there has been a focus on "academic activism," which includes the development of a peace curriculum. (SW)

ED 284 508 HE 020 595

College and University Opening Fall Enrollment, New York State, Fall 1986.

New York State Education Dept., Albany. Information Center on Education.

PUB DATE- 86

NOTE- 15p.; For the Fall 1985 report, see ED 272 103.

AVAILABLE FROM- University of the State of New York, The State Education Department, Information Center on Education, Albany, NY 12234.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- College Attendance; *College Students; Comparative Analysis; Credit Courses; *Enrollment Trends; Full Time Students; Graduate Students; *Higher Education; Part Time Students; Private Colleges; Professional Education; Proprietary Schools; State Colleges; Undergraduate Students

IDENTIFIERS- *New York

College and university opening fall 1986 enrollment data for New York State are presented, with statistical tables providing degree-credit enrollment for specific institutions, as well as for various institutional classifications. In addition, enrollment trend data are included by sector for fall 1975 to fall 1985. Degree-credit enrollment data are provided for full- and part-time undergraduates, first-professional, graduate students, and for all students. This information is presented for specific colleges and for the following institutional groupings: total state, total public, State University of New York, City University of New York, independent, proprietary, two-year, four-year and higher, and graduate only. Data are also provided for categories within the sector (e.g., university college, health science centers). The trend data cover the following institutional types: independent, proprietary, state university, city university, and total state. (SW)

ED 284 522 HE 020 652

Conrad, Clifton F.; Wilson, Richard W.
Academic Program Reviews. ERIC Digest.
Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-HE-86-5
PUB DATE- 86
NOTE- 3p.; This digest is a summary of "Academic Program Reviews: Institutional Approaches, Expectations, and Controversies" (ED 264 806).
CONTRACT- 400-86-0017
AVAILABLE FROM- ERIC Clearinghouse on Higher Education, George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036 (free with stamped, self-addressed envelope).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Programs; *Educational Quality; Evaluation Criteria; *Evaluation Methods; Higher Education; Institutional Evaluation; Models; *Program Evaluation; *Self Evaluation (Groups)
IDENTIFIERS- ERIC Digests

The heightened interest in college program review is traced to a widespread interest in improving educational quality and the need to respond creatively to financial constraints and external expectations for accountability. Current program reviews have also been designed to aid in decision making about resource reallocation and program discontinuance. Most academic program reviews draw on one or more of several formal evaluation models: goal-based, responsive, decision-making, or connoisseurship models. The underlying objective of quality is defined by four different perspectives: the reputational view, the resources view, the outcomes view, and the value-added view. Most institutions assess quality by adopting aspects of all four views. The continued existence and growth of program review processes suggest that the efforts are supported and that the results can be beneficial, but more systematic study of their effects is needed. (LB)

ED 284 550 IR 052 016

De Cleene, Clare
Library Services to the Blind and Physically Handicapped.
Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 85
NOTE- 57p.; In: Annual Report on LSCA Special Activities, FY 1985; see IR 052 014.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; *Blindness; Children; Data Analysis; *Federal Aid; Library Automation; Library Expenditures; *Library Services; Library Statistics; *Physical Disabilities; Program Descriptions; *Public Libraries; *State Libraries
IDENTIFIERS- *Library Services and Construction Act
This report describes library services for the blind and physically handicapped supported by the Library Services and Construction Act (LSCA), Title I, funds during fiscal 1985. Trends in library services for the blind and physically handicapped determined by an examination of reports from individual states are briefly summarized for the areas of circulation, acquisition of large-print books, radio reading services, automating services, volunteers, and children's programs. In addition, the need for and efforts toward automating library functions are described, and three noteworthy programs in Illinois, Texas, and Massachusetts are highlighted. Finally, a tabular summary of LSCA-funded services by state includes, for each project, the participating library, a brief project description, the amount of LSCA funding, the amount of non-federal expenditures, and total project expenditures. (KM)

ED 284 593 IR 052 063

Gee, E. Gordon; Breivik, Patricia Senn
Libraries and Learning.
PUB DATE- Mar 87
NOTE- 24p.; In: Libraries and the Search for Academic Excellence. Proceedings of the Arden House Symposium (New York, New York, March 15-17, 1987); see IR 052 055.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Libraries; College Curriculum; College Faculty; Educational Cooperation; *Higher Education; Learning; *Library Instruction; *Library Role; Library Skills; Student Needs; Undergraduate Students; *User Needs (Information)
IDENTIFIERS- *Course Integrated Library Instruction; Information Literacy; *Information Skills
Quality education in an information society must include skills related to the accessing and evaluating of pertinent information for problem solving. Moving beyond the practice of using reserve material, lectures, and textbooks predominant in most college teaching today would be a step towards producing independent learners more likely to use the wide range of materials available through campus libraries. However, a campus statement of educational philosophy and strong institutional leadership are necessary to bridge the gap between the classroom and library and incorporate the library as a vital part of the undergraduate experience. The high value of library-based instruction can be shown through an examination of the generally accepted characteristics of quality learning/teaching experiences, which indicates that library-based instruction encompasses the important learning elements of being an imitation of reality, being active rather than passive, being individualized, providing for a variety of learning styles, being up-to-date, and providing a nonthreatening environment. Only when classroom instructors and librarians cooperate in library-based learning, however, can such learning experiences be structured and implemented so as to achieve the best results. Successful programs that have already closed the gap between the library and the classroom may serve as models of quality undergraduate education in the information society. (KM)

ED 284 606 JC 870 333

Silverman, Michael
Models of Organization and Governance at the Community College.
Princeton Univ., NJ. Mid-Career Fellowship Program.
PUB DATE- May 87
NOTE- 15p.; One of the series "Essays by Fellows" on "Policy Issues at the Community College."
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Community Colleges; *Decision Making; *Educational Administration; *Management Teams; Organizational Development; *Participative Decision Making; Policy Formation; *Teacher Administrator Relationship; Two Year Colleges

In order to provide the best management model for the effective and efficient operation of community colleges, it is useful to look briefly at management theories. The three principle theories in use in corporate management are: (1) theory X, involving an autocratic supervisor allowing for minimal group influence; (2) theory Y, in which supervisory style is democratic allowing for a considerable degree of group decision making; and (3) theory Z, which may be called "pure" democracy, allowing for total group decision making and placing the supervisor in a rotational role with staff. Community college functioning contains elements of all three theories; for example, a department chair has a leadership role, and yet is part of a consensus body. While most business organizations are goal oriented, colleges tend to be more vague about their particular goals, giving them an unusual flexibility. Furthermore, the professional orientation of university faculty tends to undercut traditional norms of bureaucracy. Thus, a specific theory termed "organized anarchy" has been used to describe the functioning of colleges. The term derives from the combined elements of "the academic bureaucracy" (leader as hero), the "university as a political system" (leader as negotiator), and the "university collegium" (leader as first among equals). In fact, these theories mesh closely with X, Y, and Z, respectively. It seems that effective and efficient operation of community colleges should involve an eclectic meshing of various elements and models. (PAA)

ED 284 620 JC 870 350

Ast, Harley J.
A Multimedia Self-Instructional Systems Approach to Reading.
PUB DATE- 87
NOTE- 25p.; Paper presented at the Conference of the Western College Reading and Learning Association (Albuquerque, NM, April 9-12, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Learning; *Adult Reading Programs; *Autoinstructional Aids; Individualized Instruction; *Multimedia Instruction; Pacing; Program Descriptions; Reading Centers; *Reading Programs; *Reading Skills; Reading Tests; Remedial Instruction; *Remedial Reading; Teaching Machines; Two Year Colleges

The multimedia self-instructional systems approach to reading instruction utilized at Wascana Institute in Canada has helped a growing number of adult learners succeed in their career training courses. The self-paced program involves sequential instruction in perception and conception, focusing on the minimum essential skills assessed by the Wichita Reading Inventory. Through the use of a controlled reading pacer (which prints lines quickly and then removes them from the reader's field of vision), print material, and fluency training films, the student learns to read without subvocalizing (pronouncing words mentally) or regressing (re-reading sentences and phrases). To create an environment that will ensure student success, all instructional materials are organized sequentially in reference to the basal (conscious learning), prescriptive (subconscious learning), and syntactical (learned skills manipulation) steps necessary for adequate skills development. Potential students are given a battery of reading tests to determine their particular skills deficiencies. Once the student's reading skills are determined, an individualized program with set performance goals, utilizing specific print and media material is prescribed. Students spend a minimum of three hours daily in the reading lab and their reading speeds and comprehension test scores are charted after each session. Pre- and post-test comparisons, after each year of the program, as well as student evaluations are used to measure program success. A lab management model, lab time allocation sheet, and pre- and post-test program result graphs are appended. (PAA)

ED 284 634 JC 870 364

Understanding the Condemnation Process in Texas. Teachers Instructional Packet, TIP No. 8, Fall 1985.
Texas A and M Univ., College Station. Texas Real Estate Research Center.
PUB DATE- 85
NOTE- 55p.; For other Teachers Instructional Packets in this series, see JC 870 357-372.
AVAILABLE FROM- Texas Real Estate Research Center, Texas A & M University, Blocker Bldg., College Station, TX 77843 ($2.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Business Education; *Court Litigation; Federal Aid; Instructional Materials; Postsecondary Education; *Real Estate; Real Estate Occupations; State Action; State Government; *State Legislation; Teaching Guides
IDENTIFIERS- *Condemnation (Real Estate); *Eminent Domain; Texas

Part of a series of classroom aids designed for real estate instructors, this instructional packet was developed to help real estate students understand where the power to condemn property comes from, which entities have this power, what the condemnation procedure is in Texas, and how property rights are best protected. First, information about the condemnation process is presented. Introductory material explains what condemnation is; the relationship between the concepts of eminent domain and condemnation; and the right of the federal and state governments to exercise the power of eminent domain. Section I describes legal restraints on condemnation, focusing on provisions related to public use, public necessity, just or adequate compensation, and due process. Section II explains the landowner's alternatives when confronted with condemnation, covering monetary considerations, procedural options, provisions of easement agreements, and other alternatives that landowners may find useful when negotiating an easement. Following this section are three handouts which list steps in the condemnation process, provide a glossary of terms, and explain the jurisdiction of Texas courts in eminent domain cases. Finally, a series of 19 overhead masters keyed to the text and an evaluation form for the instructional packet are provided.

ED 284 648 PS 016 430

Remmey, Nanci; McIlhenny, David T.
Two-Year Developmental Kindergarten Program.
Centennial School District, Warminster, Pa.
PUB DATE- 23 Mar 87
NOTE- 24p.; Paper presented at the Annual Conference of the Association for Supervision and Curriculum Development (New Orleans, LA, March 21-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Development; *Developmental Programs; Developmental Stages; *Kindergarten; Primary Education; *School Entrance Age; *School Readiness; *Student Placement
IDENTIFIERS- Gesell School Readiness Test
The Centennial School District in Warminster, Pennsylvania, implemented its Two-Year Developmental Kindergarten Program in order to provide education for children identified as "developmentally not ready" for traditional school placement. This document describes the kindergarten program and the process of identifying children for admission to it. Statistics on participation, a brief discussion of problems encountered, and test results which indicate the success of the program are presented. Articles in support of developmental placement are included. (PCB)

ED 284 324 EA 019 503

Van Galen, Jane A.
Home Schooling in Context.
PUB DATE- Apr 87
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Comparative Analysis; *Educational Assessment; Elementary Secondary Education; Ethnography; Futures (of Society); *Home Schooling; *Ideology; Nontraditional Education; *Parent Role; Parent School Relationship; Parent Student Relationship; Religious Education; *Social Influences
IDENTIFIERS- Pennsylvania
The social context within which home schooling takes place is described, and the ideological frameworks and contexts within which parents (most of them fundamentalist Christians) make schooling decisions are examined. Research involved participant observation and interviews with 16 home schooling families (13 families self-labeled "conservative Christians") and various educators for 18 months. Results show that parents' beliefs fall into either of two categories--"ideologues" or "pedagogues." Ideological parents, when discussing the need for home schooling, frame their argument to educators as one of whether parents or public officials should determine what children are taught when the two parties disagree over fundamental issues. Pedagogical parents intend to teach their children essentially what schools would teach, but want learning apart from the bureaucratized institution. Educators claim that schools should protect children from their parents' provincialism, but this argument is speculative. Few schools are genuinely pluralistic and few seem successful at teaching much more than facts. The conflict between home schoolers and supporters of traditional education is essentially a principled power struggle between parents and schools. Study results demonstrate that home schooling is not merely an educational problem; the solutions usually recommended address not only parents' broader concerns but also the weaknesses of public education made explicit by the home schooling controversy. (CJH)

ED 284 351 EA 019 561

Anderson, Gary L.
Toward a Critical Ethnography of Educational Administration.
PUB DATE- Apr 87
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Action Research; Administrator Role; Comparative Analysis; Cultural Context; *Educational Administration; Educational Theories; Elementary Secondary Education; *Ethnography; Organizational Theories; Research Methodology; Research Utilization; *Social Science Research; Social Theories; *Thematic Approach; *Theory Practice Relationship
This paper identifies two broad types of "critical" ethnographic research. One type attempts to empower social actors by providing emic-oriented accounts which tend to emphasize the integrity of their constructs, thus laying the groundwork for a redistribution of social power. The other type attempts to combine analysis of phenomenal, micro-level experience with macro-level structural influences on schooling. The paper shows how these trends are relevant to research in educational administration through combining a structural approach which stresses the allocative function of schools and Willis' (1977) framework for understanding practitioner ideology through an analysis of the official, pragmatic, and cultural levels of institutional life. (A 33-item reference list concludes the document.) (Author)

ED 284 364 EA 019 579

Stone, Susan C.
Strategic Planning for Independent Schools.
National Association of Independent Schools, Boston, Mass.
REPORT NO.- ISBN-0-934338-58-2
PUB DATE- 87
NOTE- 84p.
AVAILABLE FROM- Publication Sales, National Association of Independent Schools, 18 Tremont Street, Boston, MA 02108 ($10.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Board of Education Policy; *Change Strategies; *Cooperative Planning; Educational Change; *Educational Planning; Elementary Secondary Education; *Long Range Planning; Mission Statements; Needs Assessment; Participative Decision Making; *Policy Formation; *Private Schools; Program Development; Resource Materials; Teamwork
IDENTIFIERS- *Policy Implementation
This manual is intended to serve independent schools beginning strategic planning methods. Chapter 1, "The Case for Strategic Planning," suggests replacing the term "long range planning" with the term "strategic planning," which emphasizes change. The strategic planning and policy development process begins with careful organization to ensure orderly progression: format and timetable, composition of the planning team, data to be assembled for the team's use. The process continues by concentrating the team's attention on external and internal issues before it begins to develop consensus on the mission and general goals of the school for the future. The process leads to a two-part result: the strategic plan, a conceptual report to the school's board recommending a series of goals for policy, which provides the basis for the operating plan, sometimes also called an action or implementation plan. The process is much like strategic planning for other kinds of organizations, except that it takes into account the nature of an independent school. It focuses widely on trends for the future as well as on what has happened in the past and what is happening now. It identifies why a school exists, the school's long-term vision, and the possible means for achieving that vision. "Getting Started," chapter 2, discusses team members and leaders and the choice of an appropriate timetable. Information needed includes mission statements, previous reports, a budget, salary ranges, faculty size, and student enrollment. The process's strategic planning phase involves specific steps that are enumerated in chapter 3, "Strategic Planning." In addition to brainstorming, the school's external and internal climates must be analyzed. The team must project school characteristics to design effective strategies, divulge common themes, and translate them into policy goals. The mission statement and planning report then emerge. Chapter 4, "Strategic Action," examines steps comprising the strategic action phase, which involve implementation plan design, integration with finances, execution, appraisal, and continuous planning. The concluding chapter, "Parting Words," offers cautionary advice and additional benefits to strategic planning. Eight appendices include a bibliography, process diagram, sample timetables, policy goals, and available publication sources. (CJH)

ED 284 405 EC 200 223

Oremland, Evelyn K.
Chronically Ill Children: Divisions of Labor.
PUB DATE- Jun 86
NOTE- 26p.; Paper presented at the Conference of the Association for the Care of Children's Health (San Francisco, CA, June 8-10, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Childhood Attitudes; Child Rearing; *Decision Making; *Diseases; Elementary Education; Injuries; Interviews; Longitudinal Studies; Medical Services; Observation; Parent Attitudes; *Parent Role; Peer Relationship; Prevention; Qualitative Research; Self Care Skills; *Special Health Problems
IDENTIFIERS- *Division of Labor (Household)
(A division of labor model was applied in a study of the efforts to minimize health crises and maximize benefits of medical protocols in eight families, each with a hemophilic school-age boy. Subject families were studied for a 5-year period through participant-observer techniques including interviews with the children in their homes, with the mothers, most of the fathers, several of the siblings, school teachers, and health care providers. Analysis of interview transcripts and process notes on observations found two distinctive but linked categories related to division of labor: (1) who in the family becomes central in decision-making and responsible for the home-based medical work; and (2) when (in the children's development) shifts in management occur. Interview excerpts and discussion are organized into the following section titles: "Becoming Medical Technologists at Home"; "Becoming Peer Group Members Away from Home"; and "Siblings' Work--Further and Concurrent Divisions of Labor." Noted in the summary are such differences between parents and children as the importance of protection from physical injury (for the parents) and the importance of peer group relationships (for the children). (DB)

ED 284 420 FL 016 677

Cook, Ilene; Smith, Maridale
Die Geburtstagsfeier. (Birthday Celebrations).
American Association of Teachers of German.
PUB DATE- 81
NOTE- 18p.
AVAILABLE FROM- American Association of Teachers of German, 523 Building, Route 38, Cherry Hill, NJ 08034 ($3.50 for members; $4.50 for non-members).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Class Activities; *Cultural Awareness; Cultural Enrichment; Elementary Secondary Education; *German; Instructional Materials; *Learning Activities; Music Activities; Second Language Instruction
IDENTIFIERS- *Birthdays

An instructional unit presents birthday-related activities for use in German classes. Contents include: questions (in German) relating to birthdays; typical birthday expressions; classroom activities; examples of birthday card designs and good luck symbols; German ways to celebrate birthdays; reading section with vocabulary listing; games; a cake recipe; a birthday song; and references. (CB)

ED 284 451 FL 016 857

Garrett, Nina
A Psycholinguistic Perspective on Grammar and CALL.
PUB DATE- 82
NOTE- 29p.; In: Smith, William Flint, Ed. Modern Media in Foreign Language Education: Theory and Implementation. The ACTFL Foreign Language Education Series; see FL 016 850.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Communicative Competence (Languages); *Computer Assisted Instruction; Educational Technology; Error Analysis (Language); *Grammar; Individualized Instruction; *Learning Processes; Psycholinguistics; *Second Language Instruction; *Second Language Learning; Skill Development; Teaching Methods
The potential of the computer in helping foreign language students learn to use the grammatical principles of the target language for communicative purposes is discussed. A philosophical contrast between the terms of computer-assisted instruction (CAI) and computer-assisted language learning (CALL) precedes a discussion of current approaches to grammar, including pedagogical attitudes toward grammar in general, how current software represents those attitudes, and ongoing efforts to improve error analysis and feedback within that CAI paradigm. A psycholinguistic (rather than a linguistic) perspective is suggested as a different way of thinking about possible solutions to theoretical and pedagogical problems. This notion is developed into a framework for the design of CALL grammar materials that address the problems of error analysis and feedback from this psycholinguistic perspective. Implications of the psycholinguistic approach for classroom practice and for related research in mediated second-language learning are discussed. (CB)

ED 284 680 PS 016 751

Carriedo, Ruben; Goren, Paul
Policy Analysis on Double-Session versus Single-Session Kindergarten: Long-Term Recommendations.
San Diego City Schools, CA. Planning, Research and Evaluation Div.
PUB DATE- 21 Nov 86
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Double Sessions; *Kindergarten; *Policy Formation; Primary Education; *School Schedules; Urban Schools
IDENTIFIERS- *California (San Diego)
This policy study addresses the issue of double-session versus single-session kindergarten in a large urban school district facing school facility needs. The current policy on kindergarten offerings is to conduct single-session kindergarten whenever possible.

Ninety-two of the school district's 105 elementary schools currently offer single-session kindergarten. Double-session kindergarten is offered in a limited number of schools because of overcrowding and shortage of facilities. The analysis found a disparity in instructional minutes districtwide and a disproportionate negative impact on instructional minutes for schools with high percentages of racial or ethnic minorities. Based on these findings, the district staff recommends implementation of double-session kindergartens in all schools, with few exceptions, to eliminate existing disparities and to provide additional facilities. (Author/PCB)

ED 284 695 RC 016 303

Elementary, Secondary and Higher Education in Rural New York State: An Action Strategy.
New York State Legislative Commission on Rural Resources, Albany.
PUB DATE- 11 Sep 85
NOTE- 30p.; One of nine reports from the Symposium of the New York State Legislative Commission on Rural Resources (2nd, New Paltz, NY, February 6-8, 1986). For reports of the 1st symposium, see ED 250 123-131 and ED 255 338; for other reports of the 2nd symposium, see RC 016 302-304.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; Community Characteristics; Economic Factors; *Educational Improvement; Educational Quality; Elementary Secondary Education; Financial Support; Government Role; Higher Education; *Lifelong Learning; Public Policy; Quality of Life; Revenue Sharing; *Rural Education; *Rural Environment; State Aid
IDENTIFIERS- Action Plans; Goal Setting; *New York; Situational Analysis

Participants in a symposium on education in rural New York analyzed strengths and weaknesses and made policy suggestions relating to three broad goals: (1) create parity of access to lifelong educational and cultural opportunities for residents and institutions in rural areas; (2) enhance the quality of lifelong educational and cultural opportunities; and (3) maximize the effective use of available educational resources. Identification of strengths focused on the positive educational climate of rural schools, numerous existing educational institutions in rural areas, abundant opportunities for outdoor education, and a growing number of people who want to live in small communities and have their children attend small schools. Weaknesses included decline in rural per capita income in real dollars, insufficient educational services and opportunities, low pupil performance and aspiration, lack of summer opportunities for rural youth, stringent regulatory structure, and declining enrollments. Policy suggestions included greater incentives for rural instructional staff, creation of more responsive funding mechanisms, upgrading the professional work environment, and cooperative arrangements between all levels of education and the business community. (JHZ)

ED 284 392 EC 200 209

Ysseldyke, James E.
Early Childhood Assessment Project. Final Report. Early Childhood Assessment Project.
Minnesota Univ., Minneapolis. Dept. of Educational Psychology.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Sep 86
NOTE- 44p.; For other reports in this series, see EC 200 204-208.
GRANT- G008400652

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Standards; Case Studies; Comparative Analysis; *Decision Making; Differences; *Disabilities; Early Childhood Education; Educational Diagnosis; Evaluation Criteria; Evaluation Methods; *Handicap Identification; Program Evaluation; Referral; *Regional Characteristics; *Research Projects; Screening Tests; *Special Education; Student Evaluation; Student Placement; Teacher Behavior
IDENTIFIERS- *Early Childhood Assessment Project MN

This report summarizes the Early Childhood Assessment Project, which attempted to clarify issues confronting policy makers in early childhood special education through documentation of current practices, in-depth investigation of alternative approaches, and examination of predicted social, political, economic, and educational impact of alternative assessment and decision-making approaches. Synopses of the background, procedures, findings, and conclusions of 14 major studies are presented. The studies are: "Preschool Screening in Minnesota: 1982-83," "Current Screening and Diagnostic Practices for Identifying Young Handicapped Children," "Instructional Decision-Making Practices of Teachers of Preschool Handicapped Children," "Exit Criteria in Early Childhood Programs for Handicapped Children," "Predicting Preschool Screening Outcomes Using Demographic Variables," "An Ecological Study of School Districts with High and Low Preschool Screening Referral Rates," "Assessment Practices in Model Early Childhood Education Programs," "Decision-Making Practices of a National Sample of Preschool Teachers," "Preschool Screening Referral Rates in Minnesota School Districts across Two Years," "Ecological Investigation of Assessment and Decision Making for Handicapped Children prior to School Entrance," "Policy Analysis of Screening and Referral for ECSE Programs," "Policy Analysis of Diagnostic Assessment in ECSE Programs," "Policy Analysis of Instructional Intervention and Decision Making in ECSE Programs," and "Policy Analysis of Exit Decisions and Follow-Up Procedures in ECSE Programs." Products derived from the Early Childhood Assessment Project are also included in this final report. (CB)

ED 284 436 FL 016 828

Rinnert, Carol; Hansen, Mark
Teaching the English Article System.
PUB DATE- Nov 86
NOTE- 29p.; Paper presented at the Japan Association of Language Teachers' International Conference on Language Teaching and Learning (Seiri Gakuen, Hamamatsu, Japan, November 22-24, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Case (Grammar); Cloze Procedure; *Determiners (Languages); *English (Second Language); Form Classes (Languages); *Function Words; Language Patterns; *Language Usage; *Learning Activities; Nouns; Second Language Instruction; Teaching Methods
An effective, systematic approach to teaching English articles in English as a second language instruction is described, with specific exercises using the approach presented. Background information on count and non-count nouns and determiners in English is outlined. Four principles underlying the choice of definite or indefinite articles in English are discussed: (1) first and second mention: simple; (2) first and second mention: complex; (3) unique, one of a kind mentions; and (4) modifiers before and after the noun. Appendices include 18 exercises involving cloze procedures, rewriting, and explanations illustrating the application of the four principles. (CB)

ED 284 494 HE 020 573

Longanecker, David A.
Responding to Postsecondary Education Financing Pressures.
PUB DATE- 21 Oct 86
NOTE- 7p.; Paper presented at the National Forum of the College Entrance Examination Board (October 26-28, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Economic Climate; *Financial Policy; Financial Problems; *Higher Education; Public Policy; *State Aid; *Student Financial Aid; *Tuition
IDENTIFIERS- *Minnesota; Paying for College
Minnesota has adopted a financial policy that takes into account the increasing pressure to finance postsecondary education. The policy increases the price of college through increased tuition, while at the same time targeting sufficient financial aid to ensure educational opportunity for financially needy students. In practical terms, this "market rationalization model" (higher tuitions offset with higher financial aid) may enhance educational opportunity more effectively than the traditional low tuition model. This policy may also become the most reasonable way to sustain quality in an area of limited resources and increasing demand for postsecondary education. In philosophical terms, the model makes sense because it focuses limited public funds on students who most need financial assistance and charges a reasonable price for a service (education) that clearly has substantial value to the consumer. The precept behind the market rationalization model is that the public is best served by policies that strengthen market forces in consumer decision making. In Minnesota enrollments have not declined since enactment of this financial policy in 1983. (SW)

ED 284 536 IR 012 779

Curley, Wendy Paterson; Strickland, James
Garbage In/Garbage Out: Evaluating Computer Software.
PUB DATE- 14 Apr 86
NOTE- 16p.; Paper presented at the Annual Symposium of the New York College Learning Skills Association (Ellenville, NY, April 14, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Software; Educational Objectives; *Evaluation Criteria; Instructional Design; *Instructional Material Evaluation

IDENTIFIERS- *Software Evaluation
Guidelines for understanding computer-assisted instruction (CAI) pedagogical designs and evaluating CAI software for its relevance to specific teaching and learning objectives are presented in this paper. Topics discussed include applications, drawbacks, and examples of the five types of CAI software--drill and practice, tutorial, simulation, problem solving, and educational games. An open-ended evaluation instrument which is simple to use and which emphasizes instructional objectives over methods is described, and a copy of the evaluation form and a list of recommended sources for software reviews are appended. (MES)

ED 284 551 IR 052 017

De Cleene, Clare
Library Services to the Handicapped.
Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 85
NOTE- 15p.; In: Annual Report on LSCA Special Activities, FY 1985; see IR 052 014.
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; Data Analysis; *Federal Aid; Hearing Impairments; *Library Expenditures; Library Materials; *Library Services; Library Statistics; Mental Retardation; *Physical Disabilities; Program Descriptions; *Public Libraries; *State Libraries; Visual Impairments
IDENTIFIERS- *Library Services and Construction Act
Based on information included in the annual reports from nine states, this report summarizes fiscal 1985 projects designed to provide library services for the handicapped that were supported by Library Services and Construction Act (LSCA) funds. Because 1985 was the first year states reported funding provided to the handicapped, some reports combined projects for the blind and physically handicapped and for the handicapped, and it was not possible to determine the funding provided to each separately for other states. A review of the nine state reports indicates that the predominance of effort by libraries in serving the handicapped patron has been toward the hearing impaired. Problems noted in serving the hearing impaired included lack of ability to communicate with the deaf, lack of technology to provide services to the deaf, and lack of resource materials necessary to provide full service; however, steps being taken to overcome these difficulties were also reported. A tabular summary of LSCA-funded programs by state provides, for each project, the participating library, a brief project summary, the amount of LSCA funding, the amount of non-federal expenditures, and the total project expenditures. (KM)

ED 284 565 IR 052 031

Oberhauser, Otto
Orientierungsveranstaltungen zur Benutzerschulung in Kleingruppen: Sechs Jahre im Uberblick. (Orientation Tours for Library User Instruction in Small Groups: A Six Years Review). Report UBTUW-86-008.
Technische Univ., Vienna (Austria). Universitatsbibliothek.
PUB DATE- 86
NOTE- 50p.; Paper presented at the Austrian Library Conference (19th, Vienna, Austria, September 15-20, 1986).
LANGUAGE- German
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Libraries; Course Content; Course Objectives; Developed Nations; Foreign Countries; Higher Education; Instructional Materials; *Library Instruction; *Program Effectiveness; Program Evaluation; *Small Group Instruction; User Satisfaction (Information)
IDENTIFIERS- *University of Technology (Austria)

This report summarizes the experience of the university library of the Technische Universitat Wien (University of Technology, Vienna, Austria) in offering one-hour orientation lectures, including guided tours of the library, to groups (up to 15) of new library users at the beginning of each winter term for the past six years. The design of the courses is described; a listing of cognitive and affective teaching goals is provided; and statistical data are presented on the number of courses conducted each year, development of the total number of participants, subject disciplines of the participants, and librarians presenting the lectures. It is concluded by library management that, although teaching small groups requires more personnel, it is a more efficient method than presenting orientation lectures to large audiences. A brief evaluation survey conducted in 1982 is also cited as showing that most participants liked the courses. In addition, the important future implications of these experiences are considered in light of the library's planned 1987 move to a new building, which will evoke new and increasing needs for user orientation and instruction. The text is supplemented with four graphs; a 15-item bibliography is provided; and materials and handouts used for the courses are appended. (Author/KM)

ED 284 580 IR 052 047

Allen, Mary Beth
Information Literacy, the Library and the Basic Reader/Writer.
PUB DATE- Mar 87
NOTE- 16p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (38th, Atlanta, GA, March 19-21, 1987).

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Libraries; Classification; College English; Foreign Students; Higher Education; *Library Instruction; *Library Skills; Program Descriptions; *Research Skills; Rhetoric; Undergraduate Students
IDENTIFIERS- Basic Writing; *Course Integrated Library Instruction; *University of Illinois

The University of Illinois Undergraduate Library offers a unique bibliographic instruction (BI) program for students enrolled in freshman rhetoric, English, or English as a second language courses. It consists of 11 different programs and 10 distinct components, each specially developed for a distinct student group. Although each BI program is different, all 11 are based on the principles that information is formally structured according to subject hierarchies, the student body is heterogeneous, and instruction is most effectively presented at the student's time of need (i.e., course-integrated). A six-point taxonomy of information skills listed in ascending order of cognitive demand or research sophistication, from physical orientation to understanding the idiosyncracies of access tools and materials within specific disciplines, has also been designed to guide the development of the program. A description of a specific program offered for the basic writer, Pre-Research Skills Instruction (PRSI), provides an example of a controlled research exercise designed by librarians and writing instructors to provide basic writers with a successful initial research experience. Appendices include "Keystones of Bibliographic Information: Hierarchical Structure of Information"; a listing of PRSI research topics; a PRSI subject bibliography; a bibliographic instruction checklist for the classroom teacher; and a seven-item bibliography of material related to librarian-English instructor cooperation. (KM)

ED 284 649 PS 016 573

Brackney, Charles
State Child Support Laws: Compliance with the 1984 Federal Amendments.
National Conference of State Legislatures, Denver, CO.; National Conference of State Legislatures, Washington, D.C.
SPONS. AGENCY- Office of Child Support Enforcement (DHHS), Washington, DC.
REPORT NO.- ISBN-1-55516-638-9
PUB DATE- Dec 86
NOTE- 103p.
CONTRACT- DHHS-600-82-0157
AVAILABLE FROM- National Conference of State Legislatures, 1050 Seventeenth Street, Suite 2100, Denver, CO 80265 ($15.00; add an additional $1.50 if first class shipping is desired).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Compliance (Legal); Evaluation Methods; Federal Legislation; National Surveys; *State Legislation; *State Programs
IDENTIFIERS- *Child Support; Child Support Enforcement Amendments 1984; *Mandatory Programs

To inform states regarding their compliance with practices mandated by the Child Support Enforcement Amendments of 1984, this document provides a state by state analysis of the effects of the amendment on state child support laws. Information for each state is divided into two sections. The first section lists state laws that contain many or all of the features required by the federal legislation. These laws include both those enforcement tools requiring legislation and those that may be accomplished without legislation. The second section presents areas of law that may be reviewed for statutory changes, and includes only those mandatory practices requiring legislation. Optional provisions of the amendments which states may wish to add to their programs to increase their effectiveness are listed in Appendix A. A list of states' complete statutory code citations is provided in Appendix B. Appendix C announces the availability of special funds for on-site technical assistance to aid state legislators working to improve their state's support enforcement programs. (RH)

ED 284 665 PS 016 713

Monroe, Marian
Child Day Care Program Evaluation System.
Texas State Dept. of Human Resources, Austin.
PUB DATE- Nov 85
NOTE- 121p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Day Care Centers; Early Childhood Education; *Evaluation Criteria; Family Day Care; Infants; *Program Evaluation; School Age Day Care; Toddlers; *Young Children

In this document the Texas Department of Human Resources (DHR) presents criteria which day-care providers can use to evaluate their programs. The criteria can also be used by DHR staff to determine whether or not providers can deliver the services specified in their contracts with DHR. For each criterion, five achievement levels, clarification, supporting information, and a tabulation guide are provided. Using the tabulation guide, a score can be obtained for each criterion. The criteria are organized into categories which cover (1) staff qualifications and development, (2) care groups, (3) staff-child interaction, (4) food service, (5) environment, (6) activities for children, and (7) interaction among staff, parents, and the community. Appendices include criteria for infants, toddlers, and school-age children, as well as for day care homes. A glossary is also attached. (PCB)

ED 284 338 EA 019 544

Ubben, Gerald C.; Hughes, Larry W.

The Principal: Creative Leadership for Effective Schools.
REPORT NO.- ISBN-0-205-10298-0
PUB DATE- 87
NOTE- 374p.
AVAILABLE FROM- Publication Sales, Allyn and Bacon, Longwood Division, 7 Wells Avenue, Newton, MA 02159 (Order No. H02893; $32.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Administrator Role; Curriculum Development; Elementary Secondary Education; *Leadership; *Personnel Management; *Principals; *School Administration; School Effectiveness

Recent research points to a strong correlation between effective school practices and creative administrative leadership. This book focuses on the personal skills and attributes and the organizational conditions necessary for providing this kind of leadership. Principals' primary tasks of efficient building operation, personnel management, budget oversight, and communications development receive greatest attention. The first of four parts describes the societal and organizational settings in relation to effective practices. The first three chapters explore the internal structure and decision-making process, while the fourth treats community dynamics (population mobility, diversity, and external influences). Part two addresses the curriculum and the students, highlighting, in chapters 5 through 10, goal setting, curriculum organization models, and staff and student scheduling. Part three discusses personnel management. Chapter 11 examines human resource development, especially inservice programs, and presents an operating model that incorporates successful practices in leading corporations. Chapter 12 discusses the principal's role in staff supervision and evaluation. The final part describes the tools and techniques of good management (including computer usage, record keeping, and fiscal planning) and the legal framework of school operations. Each chapter contains numerous tables, a summary, endnotes, and a list of selected readings. A subject index is also provided. (MLH)

ED 284 352 EA 019 562

Vandenberghe, Roland
The Renewed Primary School in Belgium: Analysis of the Local Innovation Policy.
PUB DATE- Apr 87
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Role; Demonstration Programs; *Educational Innovation; Elementary Education; Foreign Countries; Long Range Planning; Organizational Change; *Organizational Climate; Organizational Theories; *Program Effectiveness; Program Implementation; *Research and Development; Research Utilization; *School Policy
IDENTIFIERS- *Belgium; *Policy Implementation
The Renewed Primary School project in Belgium is analyzed in this paper in terms of organizational response to a large-scale innovation, which is characterized by its multidimensionality, by the large number of participating schools, and by a complex support structure. Section 2 of the report presents an elaborated description of these characteristics. As local organizations, schools react differently to project implementation. From 1981-85, local organizational reactions were analyzed and four general types of local innovation policy emphases were distinguished: planning, interaction, risk avoidance, and cooptation. The nature of the local innovation policy influences the degree of implementation of project innovation goals. Data in section 3 illustrate the relationship between policy type and degree of implementation. The report analyzes the importance research has given to exploring the complex relationship between the local innovation policy and the degree of implementation. In the search to understand why some schools change successfully and others do not, recent attention is focusing on differences in local school context as an explanation for sporadic positive outcomes. Such examination is recommended to improve administrators' and researchers' understanding of conditions under which change initiatives succeed and fail. (CJH)

ED 284 378 EC 192 789

Tindall, Lloyd W; And Others
Replicating Jobs in Business and Industry for Persons with Disabilities. Volume Two.
Wisconsin Univ., Madison. Vocational Studies Center.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Jan 87
NOTE- 232p.; For volume 1, see ED 276 224.
GRANT- G008530053
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Disabilities; Educational Resources; Education Work Relationship; *Employment Opportunities; Employment Qualifications; *Job Development; *Occupational Information; *Transitional Programs; Vocational Education; *Vocational Rehabilitation
This publication provides information about jobs performed in business and industry by persons with disabilities. The first section suggests ways to use the guide. Section 2 lists 70 job descriptions, each of which includes information on the following: the type of job, disability of the person performing the job, company information, job requirements, job information, significant duties, and special considerations. The jobs listed include accountants, clerk/ typists, cooks, counselors, machine operators, maintenance workers, business owners and operators, production workers, and program managers and administrators. Disabilities of individuals performing these jobs include absence of limbs, autism, blindness, cerebral palsy, deafness, emotional problems, hearing impairments, learning disabilities, mental illness, mental retardation, multiple handicaps, multiple sclerosis, paraplegia, polio, quadraplegia, and visual impairment. The third section discusses the vocational transition process, detailing elements of an effective vocational transition, and providing descriptions of specific programs and effective evaluation procedures. The fourth section lists resources. Appendices present a job replication form (which elicits information about jobs being performed by disabled persons) and a form for supplying names of employers who hire disabled persons. (CB)

ED 284 421 FL 016 680

Crawford, James
Bilingual Education: Language, Learning and Politics. A Special Report.
PUB DATE- 1 Apr 87
NOTE- 29p.
AVAILABLE FROM- Education Week, Suite 775, 1255 23rd St., N.W., Washington, DC 20037 ($2.00 each for single copies, $1.00 each for 10 to 25 copies, and $0.75 each for more than 25 copies, plus postage).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Journal Articles (080) Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- American Indians; *Bilingual Education; Bilingualism; *Educational Legislation; Educational Policy; Elementary Secondary Education; *English (Second Language); *Federal Government; Futures (of Society); Immigrants; *Instructional Effectiveness; Language Attitudes; Language Research; Limited English Speaking; Public Education; Public Policy; *Relevance (Education); Research and Development; Second Language Instruction; Theory Practice Relationship

This special supplement to an education newspaper focuses on the status of bilingual education in the United States. Fifteen articles discuss the historical perspective, research needs, programs, and problems. Topics addressed include: the role of immigration in the development of bilingual education; federal bilingual education policy; limited-English-speaking students; the English-only movement; translation of bilingual education research into policy; effectiveness of bilingual education; extralinguistic information; advantages and disadvantages of bilingualism; controversial research; the research practice relationship; Indian bilingual education; and the future of bilingual education. (CB)

ED 284 466 HE 020 508

Knop, Sheila
Approaching a New Millennium: The Environmental Context and Planning Considerations for Colorado Postsecondary Education. An Environmental Assessment.
Colorado Commission on Higher Education, Denver.
PUB DATE- Feb 87
NOTE- 45p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Planning; *Demography; Economic Factors; Employment Patterns; Enrollment Projections; *Enrollment Trends; Ethnic Groups; Government School Relationship; *Population Trends; *Postsecondary Education; Public Colleges; Public Policy; School Effectiveness; State Aid; State Boards of Education; *Statewide Planning
IDENTIFIERS- *Colorado

An environmental assessment for postsecondary education planning by the Colorado Commission on Higher Education is presented, with a focus on emergent issues and trends in education, and demographic and economic forecasts to the year 2000. Demographic issues include: population size and distribution, age shifts, race and ethnicity, and population mobility and migration. Information is included on: 1980 census enrollment counts for Colorado for nursery school through high school versus postsecondary school, and by sector (public and private); enrollment counts for Coloradans, age 19 and older, in metropolitan and nonmetropolitan areas; and regional distinctions in enrollment. Also considered are the following issues and trends in public postsecondary education: equity considerations, performance expectations, levels and types of services, needs for long-range planning, funding for public goods, public willingness to invest in postsecondary education, and support from within education. Data are included on: actual and projected population growth, 1970-2000; projected population counts by ethnic group, 1980-2010; and occupational distribution of Colorado civilian nonagricultural employment, 1975, 1985, 1995. (SW)

ED 284 480 HE 020 557

Non-Credit Instructional Activities, January 1, 1986 through June 30, 1986, with Trend Information from 1983. State University of New York. Office of Institutional Research Report No. 20-87.

State Univ. of New York, Albany. Office of Institutional Research and Analytical Studies.

PUB DATE- May 87
NOTE- 434p.; For the previous edition, see ED 271 082.
AVAILABLE FROM- Office of Institutional Research, State University of New York, State University Plaza, Albany, New York 12246.
LANGUAGE- English
EDRS Price - MF01/PC18 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *College Instruction; Conferences; *Continuing Education; Extension Education; Financial Support; Higher Education; Institutes (Training Programs); Intellectual Disciplines; *Noncredit Courses; Seminars; *State Universities; Student Characteristics; Teacher Characteristics; *Workshops
IDENTIFIERS- *State University of New York

Information on noncredit instructional activities at the State University of New York (SUNY) is presented, based on the biannual Survey of Noncredit Instructional Activities. These noncredit instructional activities require registration of participants and have a range of formats (e.g., courses, workshops, seminars, conferences, institutes). The activities are typically organized and administered by offices of continuing education, community service, adult education, innovative studies, and extension services. Included are summary reports for July 1, 1986 through June 30, 1986 on the number of noncredit activities and registrations by six categories: subject area, target clientele, organizing unit, instructional type (e.g., workshop, course), faculty status, and funding source. In addition, trend reports summarize the number of noncredit activities and registrations for the six categories for 1983, 1984, 1985, and 1986. All noncredit courses offered at SUNY institutions are listed by subject area. Noncredit course system definitions are included, along with an explanation of codes used in the survey. The names and numbers of SUNY reports on noncredit offerings are also identified. (SW)

ED 284 509 HE 020 598

Taylor, Barbara E.

Working Effectively with Trustees: Building Cooperative Campus Leadership. ASHE-ERIC Higher Education Report No. 2, 1987.
Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ISBN-0-913317-38-1
PUB DATE- 87
NOTE- 141p.
CONTRACT- 400-86-0017
AVAILABLE FROM- Publications Department, ASHE-ERIC Higher Education Reports, The George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036-1183 ($10.00, nonmembers; $7.50, members).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Administrator Responsibility; Administrator Selection; *Board Administrator Relationship; *College Administration; Governance; *Governing Boards; Higher Education; *Leadership Responsibility; *Teacher Administrator Relationship; *Trustees
Characteristics and practices of governing boards of colleges or systems and ways that administrators and faculty can work more effectively with trustees are considered. Attention is directed to: the history and evolution of lay trusteeship; the composition of the board and selection of trustees; responsibilities of the board; board structures and processes; and sharing authority with trustees. Responsibilities of the board include: maintain the trust; delegate authority; raise and steward funds; approve the budget; develop and preserve physical facilities; oversee academic affairs; appoint, support, and evaluate the president; arbitrate internal disputes; and establish goals and evaluate progress. A board's activity in policy-making and administration is considered, along with constraints on trustees' ability to govern, a board's choice to limit its involvement in college affairs, and conditions under which boards may assume responsibilities previously neglected. Ways that senior administrators can influence a board's work include communicating with trustees, controlling board agendas and background information, and influencing the selection and development of trustees. Sources of faculty influence on the board are also discussed. (SW)

ED 284 523 HE 020 653

Mortimer, Kenneth; And Others
Flexibility in Academic Staffing. ERIC Digest.
Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-HE-86-6
PUB DATE- 86
NOTE- 3p.; This digest is a summary of "Flexibility in Academic Staffing: Effective Policies and Practices" (ED 260 675).
CONTRACT- 400-86-0017
AVAILABLE FROM- ERIC Clearinghouse on Higher Education, George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036 (free with stamped, self-addressed envelope).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Administration; *College Faculty; *Employment Practices; Faculty Evaluation; Higher Education; *Personnel Policy; *Policy Formation; Program Termination; *Resource Allocation; Retraining; *Retrenchment; Tenured Faculty
IDENTIFIERS- ERIC Digests
Faced with scarce resources and environmental uncertainty in the past decade, colleges and universities have experimented with different modes of academic staffing, most of which are attempts to preserve or create more flexible policies and practices. In spite of tenure systems in operation at 94% of all four year colleges, institutions have at least four major opportunities to reduce expenditures or to reallocate personnel: (1) position control (the decision to create a position or hire replacements); (2) the decision about the type of appointment to be made; (3) the decision to reduce the rate at which tenure-track faculty receive tenure; and (4) the decision to increase the number of tenured faculty leaving the institution (including post-tenure review). The effectiveness of these four reallocation strategies must be evaluated in terms of the content and impact of budget cuts, the strengths and weaknesses of various devices for reduction and reallocation, and consultation processes. Institutions can become more flexible by adopting in the aggregate of all these practices and policies and matching them with a 3- to 5-year perspective. (LB)

ED 284 594 IR 052 064

Shaw, Ward
Technology and Transformation in Academic Libraries.
PUB DATE- Jan 87
NOTE- 17p.; In: Libraries and the Search for Academic Excellence. Proceedings of the Arden House Symposium (New York, New York, March 15-17, 1987); see IR 052 055.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Libraries; Access to Information; Higher Education; *Information Dissemination; *Library Automation; Library Networks; Library Role; Library Technical Processes; *Online Catalogs; Online Searching; Technological Advancement; *Users (Information)
IDENTIFIERS- Colorado Alliance of Research Libraries
Academic library computing systems, which are among the most complex found in academic environments, now include external systems, such as online commercial search services and nationwide networks, and local systems that control and support internal operations. As librarians have realized the benefit of using computer systems to perform traditional tasks and the installation of systems has become relatively routine, library activities have shifted to encompass the operation of sophisticated computer systems, creating a conceptual gap between how libraries and librarians perceive themselves and how they are perceived by their campuses. With the introduction of the Online Public Access Catalog (OPAC), the gap has widened dramatically, as librarians have pioneered the creation of systems to deliver useful, interactive, computer-based services directly to end users. As the experience of the Colorado Alliance of Research Libraries illustrates, the ability of the OPAC to deliver information in real time to remote locations, access off-campus databases, provide multiple access points to information, and function as a general-purpose information utility has radically changed the model of libraries and their relationships to their clientele. Academic institutions must recognize these changes and ensure that they are implemented to provide maximum benefits to libraries, students, education, and research. (KM)

ED 284 607 JC 870 334

Robertson-Smith, Mary Pat
Long Range Planning at the Community College.
Princeton Univ., NJ. Mid-Career Fellowship Program.
PUB DATE- May 87
NOTE- 12p.; One of a series of "Essays by Fellows" on "Policy Issues at the Community College."
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Planning; *Community Colleges; *Educational Change; Educational Objectives; *Institutional Mission; *Long Range Planning; Role of Education; Statewide Planning; Two Year Colleges
IDENTIFIERS- *Strategic Planning
With the growing demands placed upon post-secondary institutions for a renewal and restructuring of values and priorities at a time when available resources are decreasing, the importance of planning becomes increasingly apparent. Strategic planning in particular, which deals with the mission, goals, values and resource allocation of the college, which focuses on the process rather than the product, and which assumes a dynamic and constantly evolving education system, has become the critical planning approach for the future of the community college. Recognizing the importance of strategic planning, the New Jersey Chancellor for Higher Education required each county college to develop a strategic plan as a component of Challenge Grant applications. An analysis of master plans developed by 12 of New Jersey's community colleges reveals that all of the plans show remarkably similar concerns. The 1985-90 master plan for Union County College, however, stands out as an exemplary planning document. Developed with extensive faculty participation, the plan is organized into several components, including institutional background, mission and goals, county demographics, student body, a faculty and staff profile, a review of institutional resources, and a plan of action focusing on ten "initiatives" in the areas of recruitment and articulation; curriculum and staff development; linking the humanities and the technologies; linkages with business and industry; high technology; life-long learning; developmental studies; urban initiatives; facilities initiatives; and finances. (PAA)

ED 284 710 RC 016 334

Goodis, Tracy Ann; Espenshade, Thomas J.
Immigration to Southern California: Fact and Fiction. Impacts of Immigration in California.
Urban Inst., Washington, D.C.
SPONS. AGENCY- Ahmanson Foundation, Beverly Hills, CA.; Atlantic Richfield Foundation, Los Angeles, CA.; Times Mirror Co., Los Angeles, CA.; Weingart Foundation, Los Angeles, CA.
PUB DATE- May 86
NOTE- 33p.; Earlier versions of this paper were presented at the Annual Meetings of the Population Association and the National Planning Conference of the American Planning Association, April 1986.
AVAILABLE FROM- The Urban Institute, P. O. Box 7273, Dept C., Washington, DC 20044 ($6.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Black Attitudes; *Community Attitudes; Employment Patterns; Foreign Nationals; *Immigrants; Labor Economics; *Labor Market; *Mexicans; Migrant Employment; Migration Patterns; Population Trends; Public Opinion; Public Policy; Surveys; Undocumented Immigrants; Unemployment; Unskilled Workers
IDENTIFIERS- California (Los Angeles County); *California (South); Immigration; Immigration Legislation; *Impact; Simpson Mazzoli Bill
In 1980, 25% of the 14 million foreign-born persons in the United States were in California; 1.7 million of these were in Los Angeles County. Half of the 2.1 million undocumented immigrants counted in the 1980 United States Census lived in California, and about 75% of these were of Mexican origin. Results of a 1983 Urban Institute poll revealed that almost 90% of the 1,031 southern California residents surveyed regarded illegal immigration as a serious problem. Nearly 50% of all respondents (and almost 60% of Blacks) believed that illegal immigrants took jobs from citizens and contributed to unemployment and 69% thought undocumented immigrants lowered the overall level of wages in some occupations, primarily low-skill jobs. Only 20% of those interviewed knew of the Simpson-Mazzoli bill, the major comprehensive immigration reform legislation that failed to pass in the 98th Congress, and nearly half (42%) of these knew only the bill's name. An Urban Institute study of Mexican immigration to southern California did not support the view that immigrants take jobs from, or seriously depress the wages of, native workers. Findings implied that California's major challenge in the future will be learning how to absorb its millions of immigrants into society's mainstream. (JMM)

ED 284 406 EC 200 224

Thousand, Jacqueline S.; And Others
The Homecoming Model: Educating Students Who Present Intensive Educational Challenges within Regular Education Environments. A Guide for Establishing Shared Responsibility among Teachers, Administrators and Parents for the Education of Students Who Present Intensive Educational Challenges.
Vermont Univ., Burlington. Center for Developmental Disabilities.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Sep 86
NOTE- 71p.
GRANT- G008302852
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Consultation Programs; *Demonstration Programs; *Disabilities; Elementary Secondary Education; *Mainstreaming; Models; *Normalization (Handicapped); Prevention; Regional Programs; Severe Disabilities; Student Placement; Teamwork; *Transitional Programs
IDENTIFIERS- *Regular and Special Education Cooperation; Vermont

The report describes the first 3 years of the Homecoming Project, which was designed to return disabled students in regional special education programs to regular classes in 26 local Vermont schools. Fifty-eight such students (of whom 45% were moderately or severely handicapped) were transitioned into regular classes and 19 other students at risk for such placement were maintained in regular education environments. The program model stresses "shared ownership" among regular and special educators and makes use of a local planning team and the consultative services of education specialists. The first chapter provides an overview of the project followed by a chapter which discusses essential ingredients for successful implementation of the model including administrative and instructional staff commitment, team process, and planning. Fifteen steps in the team planning process are outlined in the third chapter. The next chapter looks at the cooperative teaming process, stressing the need to develop positive interdependence, practice collaborative skills, and monitor and discuss team member performance. Characteristics of the educational specialist and three consultation models are discussed next. The final chapter identifies issues related to implementation of the Homecoming model including reasons for local school placement. Among six appendixes are a parent inventory and a survival skills checklist. (DB)

ED 284 452 FL 016 858

Underwood, John H.
Artificial Intelligence and CALL.
PUB DATE- 82
NOTE- 30p.; In: Smith, William Flint, Ed. Modern Media in Foreign Language Education: Theory and Implementation. The ACTFL Foreign Language Education Series; see FL 016 850.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Artificial Intelligence; Communicative Competence (Languages); *Computer Assisted Instruction; *Computer Software; Educational Technology; Experimental Programs; Grammar; Individualized Instruction; *Language Processing; Programing Languages; *Second Language Instruction
The potential application of artificial intelligence (AI) to computer-assisted language learning (CALL) is explored. Two areas of AI that hold particular interest to those who deal with language meaning--knowledge representation and expert systems, and natural-language processing--are described and examples of each are presented. AI contribution to computers and natural language in such areas as understanding natural language, mechanical parsing, machine translation, speech recognition, and speech synthesis are outlined. Examples of CALL programs using AI are presented, including ELIZA, SHRDLU, LIESL, FAMILIA, JOHN AND MARY, JUEGOS COMUNICATIVOS, and STATION. Current major projects using AI in CALL are also described, including Project Athena, at the Massachusetts Institute of Technology; TALK (Teacher's Authoring Language Kit) Project, at the University of Rochester in New York; Project Alexis, at Mills College in California; and Intelligent Grammar Tutor, at the University of Pittsburgh in Pennsylvania. (CB)

ED 284 621 JC 870 351

Freitas, Joseph M.
Report of the Task Force on Community College Finance Reform.
California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- 10 Sep 87
NOTE- 17p.; Discussed as Agenda Item 3 at a Meeting of the Board of Governors of the California Community Colleges (Sacramento, CA, September 10, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Colleges; *Educational Finance; *Finance Reform; *Financial Policy; *Financial Support; Policy Formation; Two Year Colleges
IDENTIFIERS- *California

In response to legislative mandate, the Office of the Chancellor for California Community Colleges convened a Task Force on Community College Finance to examine and recommend funding alternatives, focusing on general apportionments. This report provides background on: (1) the formation and work of the task force; (2) the conceptual structure proposed by the task force for a program-based funding model using five categories of programs and services (i.e., instruction, instructional services and libraries, student services, maintenance and operations, and institutional support); (3) the concept of category funding standards which represent the normative level of funding for each category based on some empirical calibration of constituent elements; and (4) the problems arising from the lack of detailed cost data. Next, task force findings are presented in a summary consisting of a list of the conditions that have contributed to the financial instability and blurred image of the California community colleges and a summary of the task force's arguments in support of a comprehensive funding overhaul. Appendices contain the executive summary of the task force's report, which includes an illustration of support categories, workload measures and standards, a discussion of implementation costs, and a summary of recommendations; a statement of the principles of community college finance adopted by the task force; and a list of task force members. (EJV)

ED 284 635 JC 870 365

Investing in Undeveloped Land. Teachers Instructional Packet, TIP No. 9, Spring 1986.
Texas A and M Univ., College Station. Texas Real Estate Research Center.
PUB DATE- 86
NOTE- 34p.; For other Teachers Instructional Packets in this series, see JC 870 357-372.
AVAILABLE FROM- Texas Real Estate Research Center, Texas A & M University, Blocker Bldg., College Station, TX 77843 ($2.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Business Education; Distributive Education; Instructional Materials; *Investment; *Land Use; *Purchasing; *Real Estate; Teaching Guides
IDENTIFIERS- Texas; *Undeveloped Land

Part of a series of classroom aids designed for real estate instructors, this instructional packet was developed to help real estate students understand the opportunities and pitfalls associated with investments in undeveloped land, and ways to reduce the risk of ownership. A summary instructor's presentation is provided, which: (1) defines undeveloped land as "acreage having the potential of being subdivided within 15 years or so"; (2) discusses the characteristics which make investing in undeveloped land attractive; (3) explains the forces affecting the value of the land; (4) points to potential risks; (5) examines factors to be considered when buying and selling; (6) recommends that professional advisors be consulted; (7) discusses ways of packaging the investment; (8) reviews practices related to broker commissions; and (9) offers advice on precautions that landowners should take. A selected glossary, a series of overhead masters keyed to the text, and an evaluation form conclude the packet. (EJV)

ED 284 666 PS 016 715

Franke, Richard H.
A Nation at Risk? IQ and Environment in the 20th Century.
PUB DATE- Aug 86
NOTE- 13p.; Paper presented at the Annual Convention of the American Psychological Association (Washington, DC, August 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Birth Order; *Early Experience; *Family Size; *Intelligence Quotient; *Nutrition; Trend Analysis
IDENTIFIERS- Time Series Analysis
American technical and economic preeminence are reported to be at risk from students' diminished intellectual ability, demonstrated until recently by declining precollege test scores. But aptitude gains are also reported. Average intelligence quotient rose substantially for persons born between 1900 and 1967, although IQ declined for those born in the depression and postwar baby boom. Time-series regression shows that 80% of the variation in cohort IQ over time can be explained by variation in early childhood nutrition and family size. Improving the environment of the first years of life seems a key to increasing the intellectual capability and productivity of Americans. (Author)

ED 284 681 PS 016 764

Grubb, W. Norton
Young Children Face the States: Issues and Options for Early Childhood Programs.
Center for Policy Research in Education.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 87
NOTE- 82p.
GRANT- OERI-6-86-0011
AVAILABLE FROM- Communications Department, Center for Policy Research in Education, Eagleton Institute of Politics, Rutgers, The State University of New Jersey, New Brunswick, NJ 08901 ($4.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Early Childhood Education; Educational History; Educational Planning; *Educational Policy; Educational Principles; Educational Trends; Financial Support; *Public Education; *Public Policy; School Role

The growing demand for preschool education has prompted states to examine the feasibility of, and in some cases to enact legislation regarding, early childhood education programs. An effective policy must reconcile the following three primary issues: (1) the historical rift between the educational and custodial models of early childhood education; (2) conflicts between the elementary school and early childhood education communities over purposes, methods, and control; and (3) the necessary trade-offs between costs of programs and their quality. Legislators are in a unique position at this time to examine these issues in order to formulate early childhood policies and enact legislation for new programs. (PCB)

ED 284 696 RC 016 304

Business, Economic Development, and Employment in Rural New York State: An Action Strategy.
New York State Legislative Commission on Rural Resources, Albany.
PUB DATE- 10 Oct 85
NOTE- 26p.; One of nine reports from the Symposium of the New York State Legislative Commission on Rural Resources (2nd, New Paltz, NY, February 6-8, 1986). For reports of the 1st symposium, see ED 250 123-131 and ED 255 338; for other reports of the 2nd symposium, see RC 016 302-303.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Business; Community Characteristics; Economic Development; Economic Factors; *Employment Opportunities; Entrepreneurship; Financial Support; Government Role; Information Dissemination; Local Government; Policy Formation; *Public Policy; Quality of Life; Revenue Sharing; *Rural Development; Rural Economics; *Rural Environment; Rural Urban Differences; Small Businesses; *State Aid; State Programs
IDENTIFIERS- Goal Setting; *New York; Situational Analysis

Participants in a symposium on economic development in rural New York State analyzed existing strengths and weaknesses of the state's rural areas and made policy suggestions relating to three broad goals: (1) ease government constraints on rural businesses in order to encourage growth and development; (2) build on and strengthen the positive factors that will improve the well-being of rural businesses and families; and (3) enhance New York's rural economy through improved production and dissemination of information, as well as local, regional, and statewide networking to produce and use the information. Strengths identified included the work ethic of the rural population, the existing entrepreneurial spirit, availability of natural resources, the healthy rural environment, and the diversifying economic base. Weaknesses covered concerns such as the present tax structure, soaring construction costs, and uncoordinated government services. Policy suggestions included equity in the share of per capita state assistance flowing into rural New York, requiring rural impact statements to accompany all new regulations, improving communication between state and local agencies, centralizing information gathering and dissemination functions, and creating a rural development corporation that would focus private and public resources on the special needs of rural New York. (JHZ)

ED 284 437 FL 016 829

Bilingual Education. Research and Evaluation Contracts. Report to the Chairman, Committee on Education and Labor, House of Representatives.
General Accounting Office, Washington, D.C.
REPORT NO.- GAO/HRD-87-64
PUB DATE- May 87
NOTE- 39p.
AVAILABLE FROM- U.S. General Accounting Office, Post Office Box 6015, Gaithersburg, MD 20877 (first five copies are free; additional copies are $2.00 each, with a 25% discount on orders for 100 or more copies).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - General (140)
DESCRIPTORS- *Bilingual Education; *Contracts; *Education Service Centers; Elementary Secondary Education; Evaluation Criteria; *Federal Aid; *Federal Programs; *Federal Regulation; Language Research; Research and Development Centers; *Resource Allocation

Results of a review of 34 contracts relating to bilingual education awarded by the Department of Education's Office of Bilingual Education and Minority Languages Affairs and the Office of Planning, Budget, and Evaluation are presented. The review analyzed awards made from 1982 to 1985 and focused on: the extent of and justification for contracts and modifications awarded on a noncompetitive basis; use of task order contracts for bilingual research; extent of and justification for contracts awarded to Small Business Administration firms; contracts awarded during fiscal years 1982-85 and procurement processes; representation on contract proposal review panels and subsequent scoring of contract proposals; role of the Bilingual Research Planning Committee before its termination; modification of terms of a contract request for proposals to operate Multifunctional Resource Centers after its issuance; appropriated funds for bilingual education; and the status of bid protests related to contracts awarded in 1986 for the Multifunctional Resource Centers and the National Clearinghouse for Bilingual Education. With the exception of one contract, no significant deficiencies were found in the Department of Education's awarding and modifying of contracts. (CB)

ED 284 537 IR 012 780

Schlenker, Richard M.
Introduction to Data Base Using the Apple IIe Computer and the Appleworks Data Base Program. Doc. No. 00057.
Coast Guard, Yokota Air Base (Japan). Far East Section Office.
PUB DATE- Mar 87
NOTE- 47p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Database Management Systems; *Microcomputers; Programed Instructional Materials
IDENTIFIERS- *Appleworks
The programed instruction lesson presented in this paper is designed to introduce the Data Base subprogram of the Appleworks software program. The main sections of the lesson are: (1) getting started with the database; (2) arranging, moving, and updating files; and (3) creating a new database. Illustrations of the computer screen as it would appear at various points in the program are provided throughout the manual. (MES)

ED 284 325 EA 019 504

Van Galen, Jane A.
Becoming Home Schoolers.
PUB DATE- Oct 86
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Studies Association (Pittsburgh, PA, October 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Christianity; Decision Making; Educational Environment; Ethnography; *Home Schooling; Nontraditional Education; Parent Role; *Parents; Parent Student Relationship; *Religious Education; Religious Organizations; *Social Theories; *Social Values; State Programs
IDENTIFIERS- Pennsylvania
This paper describes an ethnographic study of how fundamentalist Christian parents new to home schooling are socialized to norms, beliefs, and values of the Christian home schooling organizations with which they are affiliated. Research involved participant observation and interviews with "home schoolers" and educators over an 18-month period. Half of the children from the 16 families (including 23 parents) interviewed had never attended school; those from remaining families had withdrawn from public or private schools. Thirteen families described themselves as conservative Christians; other families had no religious affiliation. Home schoolers' shared beliefs and practices were analyzed from documents, newsletters, observation, and interviews conducted with state and local education officials involved with home schooling. Interview results show that parents generally learn about home schooling through people, events, or media that are integral to their established lifestyles. Parents' decision to teach their own children is rarely a culmination of long and careful deliberation. Many told of emotionally committing themselves to the decision soon after learning that this would be possible. According to interviewees, "independent" and "intuitive" decisionmaking about curricular materials and other educational matters characterized their early days of home schooling. (CJH)

ED 284 495 HE 020 574

Murray, Harry G.
Impact of Student Instructional Ratings on Quality of Teaching in Higher Education.
PUB DATE- Apr 87
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-25, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- College Faculty; *College Instruction; Educational Quality; Feedback; Higher Education; *Instructional Improvement; *Instructional Innovation; *Student Evaluation of Teacher Performance; Teacher Attitudes; *Teacher Effectiveness
The view that student ratings have contributed to improvement of postsecondary teaching is assessed, based on logical argument and personal observation and research evidence from faculty surveys, field experiments, and longitudinal comparisons. Surveys of faculty attitudes indicate generally positive views on the impact of student ratings on instructional improvement, and provide no support for the claim that student ratings have led to increased use of traditional teacher-centered instruction. Field experiments provide clear evidence that feedback from student ratings produces improvement in perceived teaching effectiveness, particularly if student feedback is supplemented by expert consultation. There is evidence that introducing student ratings in an academic unit can produce significant longitudinal improvement in teaching, particularly if ratings are used in salary, tenure, and promotion decisions. It is argued that, innovation is more common today than it was prior to the advent of student ratings and that highly rated teachers are more likely to use nontraditional methods than are teachers receiving lower ratings. (SW)

ED 284 552 IR 052 018

Skaptason, Trish
Library Services to the Institutionalized.
Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 85
NOTE- 30p.; Best copy available. In: Annual Report on LSCA Special Activities, FY 1985; see IR 052 014.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; Data Analysis; *Federal Aid; *Institutional Libraries; Library Administration; *Library Cooperation; *Library Expenditures; *Library Services; Library Statistics; Program Descriptions; Public Libraries; State Libraries
IDENTIFIERS- *Library Services and Construction Act
Developed as the result of an analysis of annual reports from state libraries, this report describes library services for the institutionalized supported by Library Services and Construction Act (LSCA), Title I, funds during the fiscal year 1985. Trends identified include the funding of more specific projects, resulting in less population being served by greater funds; the increased visibility of programs dealing with health information; the increased use of compact discs; the use of technology to deliver information; steady use of interlibrary loans; and the funding of literacy programs. Also discussed are long-range planning projects, needs assessments, support for institutional programs by local or regional libraries, and common problems encountered by institutional librarians. In addition, a tabular summary of LSCA-funded projects by state includes, for each project, the participating library and project number, a brief project description, the amount of LSCA funding, the amount of state or local funding, and the total amount of funding. (KM)

ED 284 566 IR 052 032

Burns, Robert, Jr.
Planning for Management Statistics in ARL Libraries. SPEC Kit 134.
Association of Research Libraries, Washington, D.C. Office of Management Studies.
PUB DATE- May 87
NOTE- 138p.
AVAILABLE FROM- Association of Research Libraries, Office of Management Studies, 1527 New Hampshire Ave., NW, Washington, DC 20036.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; *Data Collection; Higher Education; *Library Administration; *Library Planning; *Library Statistics; Library Surveys; Questionnaires; Records (Forms); Research Libraries; Statistical Studies
IDENTIFIERS- *Association of Research Libraries

Focused on the development of definitions and guidelines for management statistics, this Systems and Procedures Exchange Center (SPEC) kit is based on the responses of 91 academic members of the Association of Research Libraries (ARL) to a survey investigating their internal uses of statistics, external statistics reporting, and tools for gathering statistics. This survey was mailed to 106 ARL libraries in September 1986. A concise summary of survey results discusses the gathering of management statistics, internal uses of management statistics, the nature of statistics and reports, data collection for external agencies, and needs and trends. A presentation of survey results is followed by a collection of 17 original documents submitted by ARL academic members which include definitions and guidelines from Texas A&M University, Stanford University, Pennsylvania State University, the University of Minnesota, and the University of Illinois, and planning reports from the University of California at Irvine, Duke University, New York University, Queen's University, and Stanford University. A five-item bibliography and SPEC kit evaluation and order forms are also provided. (KM)

ED 284 581 IR 052 048

Hallman, Clark N.; And Others
Installing a Microcomputer Lab in a Medium-Sized Academic Library.
PUB DATE- 87
NOTE- 34p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Libraries; Administrative Policy; Building Plans; Computer Software; *Design Requirements; Higher Education; *Laboratories; *Library Facilities; *Library Planning; Library Services; *Microcomputers
IDENTIFIERS- *South Dakota State University

Designed to serve as a blueprint for other libraries developing plans for microcomputer facilities, this report describes the planning and implementation of a microcomputer laboratory at South Dakota State University's Hilton M. Briggs Library. The university's plan for installing microcomputer labs on campus and the initial planning process undertaken by the library upon learning that it had been chosen as a microcomputer lab site are summarized; and the activities of the library's Site Selection Committee are described, including its consideration of the lab's impact on traffic patterns, noise, structural remodeling, staffing, proximity to other service areas, and security. In addition, the design of the lab is discussed; and policies and procedures for use of the lab, software, and administration of the lab are summarized. Finally, the process of opening the lab is described, including the posting of signs, maintenance, and publicity. The text is supplemented with three figures, including two floor plans; and the Library Microcomputer Lab Policy and Procedural Statements, a Microcomputer Lab Information sheet, and a 17-item bibliography are appended. (KM)

ED 284 365 EA 019 581

Trump, John M.
What Hinders or Prevents Secondary School Principals from Being Instructional Leaders?
PUB DATE- 86
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Role; *Instructional Improvement; *Instructional Leadership; *Principals; Public Schools; Questionnaires; School Effectiveness; Secondary Education; Statistical Surveys; Time Management
IDENTIFIERS- *Ohio

Although secondary school principals may believe that instructional leadership should be their most important role, many complain about their inability to succeed in this endeavor. They typically cite as reasons the numerous other tasks needing their everyday attention. After briefly summarizing recent research substantiating instructional improvement as principals' primary responsibility, this paper reports survey results from a random sample of 721 public high school principals in Ohio. Questionnaires were mailed to 130 principals; 122 were returned, and 116 were analyzed. Respondents were asked to rank 14 reasons that hindered or prevented them from working on instructional improvement. Data analysis revealed that Ohio principals perceive two major obstacles: (1) the time spent handling student discipline problems and (2) faculty resistance to new instructional improvement ideas. None of the other reasons was selected by more than 50 percent of the respondents. Demographic factors (age, years of experience, and school enrollment) appeared to be unrelated to principals' selections. If data gathered from other states support these results, steps must be taken to remedy or eliminate the two impediments to Ohio principals' instructional improvement efforts. Included are a sample questionnaire and five references. (MLH)

ED 284 422 FL 016 681

Lepke, Helen, Ed.; And Others
Audio-Motor Units. Butterbrot Essen; Einkaufen Gehen; Kinokarte Kaufen; Auto Kaufen; Schnee-Eis Machen; Papierpuppe Ausschneiden.
American Association of Teachers of German.
PUB DATE- 80

NOTE- 20p.
AVAILABLE FROM- American Association of Teachers of German, 523 Building, Route 38, Cherry Hill, NJ 08034 ($2.50 for members; $3.25 for non-members).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Class Activities; Cultural Awareness; Elementary Secondary Education; *German; *Language Skills; *Learning Activities; *Listening Skills; Oral Language; Paralinguistics; Psychomotor Skills; Second Language Instruction; Second Language Learning; Vocabulary Development
This manual presents instructional units designed to offer a break from daily classroom routines in German instruction. These audio-motor units provide variety and listening practice, introduce new vocabulary in context, and present cultural materials in a novel way. Suggestions for classroom use include acting out commands, using gestures, pantomime, and props; repeating sequences of activities to ensure association of physical response with a given command; discussion of cultural concepts; descriptions of student activities; and grammatical exercises. (CB)

ED 284 467 HE 020 509

Green, Joslyn L., Ed.
The Master's Degree: Jack of All Trades.
State Higher Education Executive Officers Association.
PUB DATE- Apr 87
NOTE- 74p.; Five of the eight papers were presented at a Meeting of the State Higher Education Executive Officers (Asheville, NC, October 1986).

AVAILABLE FROM- State Higher Education Executive Officers, 1860 Lincoln Street, Suite 310, Denver, CO 80295.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Standards; College Programs; College Role; *Degree Requirements; *Educational Change; Educational Quality; Evaluation Methods; Government Role; Government School Relationship; *Graduate Study; Higher Education; *Masters Degrees; *Program Evaluation; Self Evaluation (Groups)
IDENTIFIERS- Course Numbering; Kansas; Tennessee

The master's degree is discussed in seven papers written by academic officers serving state coordinating and governing boards. In "Toward a New Paradigm," Judith S. Glazer considers changes in the master's degree and suggests that the degree is changing to meet student needs, the job market, and external standards. Martine F. Hammond's paper, "Program Review: One Step in the Right Direction," considers a new course numbering system and graduate program review in Kansas. In "Stronger Requirements and a New Alternative," Robert R. Appleson discusses new Tennessee standards for the master's degree and a new kind of degree (the "Professional Supplement"). Self-evaluation of master's programs is emphasized Joyce V. Lawrence in "The Additive Fallacy and an Added Concern." Ways that the country, states, and colleges can improve the master's degree are discussed by Robert J. Barak in "A Skeleton in the Closet," which also identifies evaluation methods and criteria. In "The Strain of Quality," Jules B. LaPidus outlines changes in graduate education since World War II and problems in achieving educational quality. Also presented are a concluding essay by Joslyn L. Green and an appendix by C. W. Minkel and Mary P. Richards, "Components of Quality in Master's Degree Programs." (SW)

ED 284 481 HE 020 558

Wagenaar, Theodore C.
Changes in Postsecondary Educational Choices: 1972 to 1980.
Contractor Report.
Miami Univ., Oxford, Ohio.

SPONS. AGENCY- Center for Education Statistics (OERI/ED), Washington, DC.
REPORT NO.- CS-87-419c
PUB DATE- Apr 87
NOTE- 180p.
CONTRACT- 300-84-0197
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College Applicants; *College Attendance; *College Choice; *Financial Aid Applicants; Grants; Higher Education; Institutional Characteristics; Longitudinal Studies; *Student Financial Aid; Student Loan Programs; Work Study Programs
IDENTIFIERS- *High School and Beyond (NCES); *National Longitudinal Study High School Class 1972

Information on college applications, acceptances, financial aid, and attendance is presented based on base-year and first follow-up data for the National Longitudinal Study and the High School and Beyond Study of the Federal Center for Education Statistics. The focus is on changes that occurred between 1972 and 1980 in the two senior cohorts. Many of the analyses include several control variables: race, sex, socioeconomic status, and ability level. Information is included on: changes in the percentages applying to any postsecondary institution as well as the changes in those applying to one, two, or three or more institutions; changes in the types of institution selected; changes in characteristics of institutions selected (quality, in-state versus out-of-state, cost, and size); percentages of students who applied for aid at their first, second, and third choice colleges; the percentages of students in both cohorts who received an aid offer; the percentages who received grants, loans, or work-study aid among those who received an aid offer; changes in attendance rates; attendance rates by number of applications; and changes in attendance at colleges offering aid. Information on the research methodology and statistical analyses is appended. Concluding the document are tables (comprising two-thirds of the document) that detail the content and methodology of the project. (SW)

ED 284 538 IR 012 781

Long-Range Educational Technology Plan for California Schools.
California State Dept. of Education, Sacramento.
PUB DATE- 14 Nov 86
NOTE- 19p.; Prepared by the Educational Technology Committee.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Demonstration Centers; *Educational Planning; *Educational Technology; Electronic Equipment; Elementary Secondary Education; Facility Planning; Instructional Leadership; Instructional Materials; Staff Development; *Statewide Planning
IDENTIFIERS- *California

The long range plan outlined in this report is intended to influence the design of services in school and classroom environments in order to promote consistency of use of educational technology across diverse regions and school settings in California. The introduction discusses some of the major needs facing education today, and mandates, general principles, and leadership strategies of the state's 1983 Educational Technology Local Assistance Program are described. The concluding section presents the goals, a background statement, the objectives, and implementation strategies for the six program components that provide the structure for implementation of the plan: (1) technology-infused demonstration schools; (2) leadership; (3) staff development; (4) instructional materials; (5) hardware; and (6) facilities. (MES)

ED 284 650 PS 016 575

Partridge, Susan E.
The Parental Self-Concept: A Theoretical Exploration and Practical Application.
PUB DATE- 87

NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Fathers; Mothers; *Parent Attitudes; *Parent Child Relationship; Parenting Skills; Psychotherapy; *Self Concept; Self Esteem

This article reviews selected literature on the parental self-concept and then provides a definition of the term. In addition, it theoretically explores the concept and then applies it to psychotherapeutic work with parents. Specifically it illustrates how a clinician's understanding of the parental self-concept can facilitate therapeutic change and psychological growth in parents. Four interactive dimensions which emerge in clinical work are presented: the good-self-as-parent; the negative-self-as-parent; the parental ego; and the parent-child partnership. These dimensions are then illustrated in a case study. (PCB)

ED 284 339 EA 019 545

Hughes, Larry W.; Ubben, Gerald C.
The Elementary Principal's Handbook: A Guide to Effective Action.
Second Edition.
REPORT NO.- ISBN-0-205-08107-X
PUB DATE- 84
NOTE- 406p.
AVAILABLE FROM- Publication Sales, Allyn and Bacon, Longwood Division, 7 Wells Avenue, Newton, MA 02159 (Order No. H81078; $37.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Administrator Role; *Curriculum Development; *Decision Making; *Educational Planning; Elementary Education; *Leadership; *Personnel Management; *Principals; School Administration; Time Management

Basic to good leadership is a repertoire of management skills providing a productive climate in which teaching and learning are facilitated. The elementary principalship requires well-trained, intelligent individuals with the necessary human, conceptual, and technical skills to lead groups of professionals and students into rich educational adventures. This handbook focuses on these necessary elements of good school management. Part 1 covers organizational and societal impingements; its first three chapters discuss the elementary principal's role; aspects of the school organization and the community served; and the legal principles underlying the well-operated, humane school. The fourth chapter discusses changing community dynamics, particularly the ideological shift from sacred to secular concerns. Part 2 focuses on task areas and functional aspects of the principalship, including curricular and instructional development; staff selection, evaluation, and development; financial and building management; and public relations. The object is to provide insights and stimulate creative thinking about these functions, rather than prescribe a single approach. Part 3 discusses management processes, including decision processing and decisionmaking, project management embodying systematic planning principles, and effective management techniques. Each chapter contains numerous figures, a summary, and a bibliography. A subject index is also provided. (MLH)

ED 284 353 EA 019 563

Vandenberghe, Roland
School Improvement from a European Perspective.
PUB DATE- Apr 87
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Innovation; Educational Policy; *Educational Trends; Elementary Secondary Education; Foreign Countries; Long Range Planning; Organizational Change; Organizational Climate; *Organizational Theories; Program Development; Program Effectiveness; *Research and Development; Research Utilization; *School Effectiveness; Social Influences; Theory Practice Relationship
IDENTIFIERS- Belgium; *Europe (West)
Three research questions are addressed in this paper: (1) What does school improvement mean in relation to the context of a research project? (2) Given particular developments in European society and the nature of primary research data, what should schools be like in the year 2001? (3) What steps are being taken in research and development to answer these questions? Because such fundamental questions have no easy answers, this discussion is limited to reflections based on educational research and development experiences in various Western European countries. Section 2 of the report analyzes characteristics of large-scale innovation projects in education. The context of school improvement is discussed, and the meaning of school improvement is interpreted. To provide an illustration to the second research question, the report's third section explores specific tasks facing schools in 2001 by referring to Belgium's comprehensive Renewed Primary School project. The processes involved in study of the large-scale innovation project are deliberated. The final section focuses on research and development questions that should be considered in the next decade. Methodological approaches to emerging complex research issues include design of long-term follow-up studies and use of multiple data sources. Twenty references conclude the report. (CJH)

ED 284 379 EC 192 796

Kelker, Katharin; Hagen, Michael
Parents and Transition: A Self-Teaching Workbook.
Montana Center for Handicapped Children, Billings.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Jul 86
NOTE- 200p.; For related document, see EC 192 797.
CONTRACT- 300-83-0192
AVAILABLE FROM- Montana Center for Handicapped Children, 1500 North 30th St., Billings, MT 59101-0298 ($8.00 includes $2.00 shipping and handling).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adaptive Behavior (of Disabled); Adolescents; Coping; Daily Living Skills; *Developmental Disabilities; Leisure Time; *Normalization (Handicapped); Parent Education; Parent Materials; Parent Responsibility; *Parent Role; Rehabilitation; Secondary Education; *Severe Disabilities; Social Adjustment; *Transitional Programs; Vocational Adjustment; Young Adults
IDENTIFIERS- Montana; *School to Work Transition
This self-teaching workbook is designed to provide parents of developmentally disabled adolescents with basic information about the transition of severely handicapped youth from secondary school into community living. An initial parent quiz is followed by six chapters which address the following topics: (1) "What Is Transition?"; (2) "The MESH (Montana Model for Education of the Severely Handicapped) Model for Transition"; (3) "Parent Roles in Transition Planning"; (4) "Parents and the Individual Education Program"; (5) "Transition Issues" (family decisions, financial planning); (6) "The Big Step" (educational or training opportunities, vocational options, living arrangements, recreation and leisure options). Each of the six chapters is divided into individual lessons which focus on a particular topic, followed by written exercises. A bibliography concludes each chapter. An extensive glossary and sample planning forms comprise the two appendices. (JW)

ED 284 393 EC 200 211

Rule, Sarah; And Others
Involving Parents in Teaching Social Skills to Their Handicapped Preschoolers.
Utah State Univ., Logan.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Oct 86
NOTE- 13p.; Paper presented at the "Research in Action Five" Conference (Lubbock, TX, October, 1986). "Let's Be Social" and "Let's Be Social Home Program" are available through the Outreach, Development, and Dissemination Division, Developmental Center for Handicapped Persons, Utah State University, Logan, UT 84322-6805.
GRANT- G008100249
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Rearing; *Disabilities; *Home Programs; *Interpersonal Competence; *Parent Participation; Preschool Education; Program Effectiveness; *Social Development; Young Children
IDENTIFIERS- *Lets Be Social Home Program
The paper describes the 26-unit program called "Let's Be Social Home Program" intended to encourage parents to teach social skills to young handicapped children. The program was developed to supplement the "Let's Be Social" preschool program. The home program allows parents a choice in the amount and type of teaching activities they undertake by presenting three teaching options: home lessons (discussion of skills taught at school); coincidental teaching (helping children use a skill when naturally occurring opportunities arise); and home rehearsals (helping children practice a skill in a role-playing situation). Instructions for each activity are contained on one page and activities may take from 1 to 15 minutes. A 2-hour workshop gives parents the training needed to use the program. Two methods of encouraging and monitoring parental involvement have been evaluated. In the first system, a home training visit was followed by weekly telephone calls and parents returned a monthly form reporting on program use. In the second system, parents received one unit weekly along with a simple checklist to return. Parents in both systems rated the program as beneficial but parents using the unit-per-week system did more teaching. Sample activity sheets for developing sharing behaviors are appended. (DB)

ED 284 453 FL 016 859

Hubbard, Philip L.
Language Teaching Approaches, the Evaluation of CALL Software, and Design Implications.
PUB DATE- 82
NOTE- 29p.; In: Smith, William Flint, Ed. Modern Media in Foreign Language Education: Theory and Implementation. The ACTFL Foreign Language Education Series; see FL 016 850.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Software; Educational Technology; *Evaluation Criteria; *Evaluation Methods; Language Processing; Learning Processes; Linguistic Theory; Program Design; *Second Language Instruction; Teaching Methods; Theory Practice Relationship
A computer-assisted language learning (CALL) software evaluation form that looks directly at important aspects of language teaching approaches is presented. Examples of typical evaluation checklists are described to illustrate how they fail to address the appropriate questions for language teaching software. Three major categories of language teaching approaches (behaviorist, explicit learning, and acquisition) are defined and discussed as to how the principles can be applied to software evaluation. Ways in which to evaluate software for its potential use in teaching strategies for learning are discussed, and the relationship between software, approach, and syllabus is considered. A procedure is outlined for using the form to evaluate CALL materials, and implications of these concepts for software design are suggested. (CB)

ED 284 510 HE 020 640

Marcus, Lawrence R.; And Others
Self-Study in Higher Education: The Path to Excellence. ERIC Digest 84-1.
Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 84
NOTE- 5p.; This digest is a summary of "The Path to Excellence: Quality Assurance in Higher Education" (ED 167 802).
CONTRACT- 400-82-0011
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accountability; Accreditation (Institutions); College Administration; *Educational Quality; Federal Regulation; *Government School Relationship; *Higher Education; *Institutional Evaluation; Program Effectiveness; Program Evaluation; *Self Evaluation (Groups)
IDENTIFIERS- ERIC Digests
Institutional self-study is an appropriate method for determining quality and demonstrating accountability which can lead to academic and administrative excellence. With a trend toward state and federal government involvement in higher education, colleges will do well to conduct internal program assessments in order to maintain control. A self-study should include such factors as program goals and organization, available fiscal resources and facilities, curriculum offerings, faculty resources, student characteristics, and current issues. Appropriate quantitative data should be included, and outside guidance from impartial consultants should be obtained. (LB)

ED 284 524 HE 020 840

Hendrickson, Robert M.; Gibbs, Annette
The College, the Constitution, and the Consumer Student. ERIC Digest.
Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-HE-87-1
PUB DATE- 87
NOTE- 3p.; This digest is a summary of "The College, the Constitution, and the Consumer: Implications for Policy and Practice" (ED 280 429).
CONTRACT- 400-86-0017
AVAILABLE FROM- ERIC Clearinghouse on Higher Education, George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036 (free with stamped, self-addressed envelope).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Descriptive (Program/Project Descriptions) (141) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Civil Rights; College Buildings; *College Students; Compliance (Legal); *Constitutional Law; Court Litigation; Due Process; *Educational Malpractice; Higher Education; *Legal Responsibility; Religious Organizations; Student Organizations; *Student Rights
IDENTIFIERS- ERIC Digests; In Loco Parentis

Recent legal developments concerning college students and colleges and universities are summarized, with a focus on constitutional issues related to the rights of students to organize, the collection and allocation of mandatory student activity fees, and the protection of freedom of speech regarding commercial enterprises. The status of educational malpractice and implications for policy and practice are considered. Guidelines are included on students' First Amendment rights and ways to balance the constitutional rights of students and the prerogatives of the institution in regard to speech-related activities of student organizations. Consideration is given to court rulings concerning commercial solicitation, a form of commercial speech. Four requirements that must be satisfied to ensure implementation of free expression by vendors are identified, based on Supreme Court decisions about restrictions regarding time, place, and manner of individual expression. Policy considerations are briefly addressed concerning staff peer review and the integrity of faculty evaluation, diagnostic procedures used by colleges, and information contained in college catalogs and other publications. (SW)

ED 284 595 IR 052 154

Minor, Barbara B.
Trends in School Library Media Research as Reflected in the ERIC Database, June 1981-December 1985.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ISBN-0-937597-11-2
PUB DATE- 86
NOTE- 50p.
CONTRACT- 400-85-0001
AVAILABLE FROM- Information Resources Publications, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340 (IR-70, $6.00 plus postage and handling).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Censorship; Elementary Secondary Education; Learning; *Learning Resources Centers; Library Automation; Library Cooperation; Library Instruction; *Library Materials; *Library Personnel; *Library Services; *Media Research; Program Effectiveness; *School Libraries
IDENTIFIERS- ERIC
This report summarizes studies related to school library media that have appeared in "Resources in Education" (RIE) or "Current Index to Journals in Education" (CIJE) between June 1981 and December 1985. Reports and papers on library media programs are discussed in the following three broad categories: (1) Library Media Programs (the current status of programs, the impact of media programs on learning, the role of state agencies, library skills instruction, student use of library media centers, the use of technology, and school/public library cooperation); (2) School Library Media Resources (censorship; availability of resources; resource needs, losses, and funding; technical processing; networking; and district level services); and (3) Personnel (the role of the school media specialist; competencies and certification requirements; school media staff; and district media staff). It is concluded that the role of the library media program in the educational process has emerged as a major concern in several areas, including the impact of media programs on learning, library skills instruction, student use of libraries, and use of technology. A 101-item bibliography is provided. (KM)

ED 284 608 JC 870 335

McCormick, Kathleen
Improving Student Thinking at the Community College.
Princeton Univ., NJ. Mid-Career Fellowship Program.
PUB DATE- May 87
NOTE- 19p.; One of a series of "Essays by Fellows" on "Policy Issues at the Community College."
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cognitive Processes; Community Colleges; *Critical Thinking; Educational Research; *Learning Theories; Logical Thinking; *Teaching Methods; Two Year Colleges

Critical thinking encompasses the recognition of significant problems within a particular knowledge domain, the ability to systematically evaluate data through the application of various schema, the ability to suspend personal evaluative biases, and the ability to construct, test, and communicate a final solution. Critical thinking is a skill which most educators expect their students to master, but, unlike reading, writing, or programming, critical thinking is viewed as something which one discovers for oneself. The best students do seem to acquire critical thinking skills without explicit instruction, but many students require more explanation and coaching. Many current attempts to teach critical thinking, including unstructured Piagetian thinking exercises, the Socratic method, and structured courses focusing on either domain-specific skills or general skills to be applied across the curriculum, have not produced the desired result. Various research models, focusing on artificial intelligence; comparisons of expert and novice information processing; logical biases responsible for some systematic errors in logic; and the self-referent effect, offer insight into the complicated process of human thought. Using these insights, a program, course, or technique may be developed for testing. (AYC)

ED 284 622 JC 870 352

Partnerships with Public Schools.
Bunker Hill Community Coll., Boston, MA.
PUB DATE- Sep 86
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Articulation (Education); College Planning; *College School Cooperation; Community Colleges; *Cooperative Programs; Curriculum Development; Dropout Prevention; High Schools; Program Descriptions; *Shared Resources and Services; Two Year Colleges

In keeping with Bunker Hill (Massachusetts) Community College's (BHCC's) commitment to developing and maintaining effective working relationships with the many communities in its service region, important elements of the college's outreach efforts continue to be programs and services developed in cooperation with the public schools. Examples of BHCC's partnerships include the following: (1) joint sponsorship with Charlestown High School of a learning center, graphic design program, and Career Beginnings demonstration project designed to mitigate rising dropout rates among urban youth; (2) the BHCC/Mystic Valley Regional Collaborative, focusing on curriculum development in elementary science, application of media technology to curriculum development, and career awareness for high school students; (3) articulation efforts in computer science technology, electrical/electronic technology, graphic arts, business/office education, health technologies, and culinary arts as well as a "College Liaison" English as a Second Language program with two Cambridge public schools; and (4) a collaborative planning project involving BHCC, Roxbury Community College, and the Humphrey Occupational Resource Center in the exploration of potential areas of articulation. Additional materials describing or illustrating particular aspects of these programs are appended. (PAA)

ED 284 636 JC 870 366

The Landlord's and Tenant's Guide. Teachers Instructional Packet, TIP No. 10, Spring 1986.
Texas A and M Univ., College Station. Texas Real Estate Research Center.
PUB DATE- 86
NOTE- 95p.; For other Teachers Instructional Packets in this series, see JC 870 357-372.
AVAILABLE FROM- Texas Real Estate Research Center, Texas A & M University, Blocker Bldg., College Station, TX 77843 ($2.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Business Education; Instructional Materials; *Landlords; Postsecondary Education; *Real Estate; State Legislation; Teaching Guides
IDENTIFIERS- *Tenants Rights; Texas

Part of a series of classroom aids designed for real estate instructors, this instructional packet was designed to give real estate students a balanced view of the landlord-tenant relationship in Texas. Following an evaluation form for the instructional packet, a summary presentation explores the topic, explains the rules that govern and the mistakes that can be made in selecting a place to live, entering a lease agreement, moving in, day-to-day living, making repairs, paying rent, resolving disputes, moving out, and charging security deposits. Information items are keyed to relevant sections of the Texas Property Code and Texas Civil Code. Next, an Inspection Checklist, a Lease Checklist, and a Tenant-Landlord Checklist are provided as class handouts. Finally, a series of 27 visual aids keyed to the presentation are provided, covering such topics as: (1) the lease cycle; (2) making comparisons by telephone; (3) items of concern for the tenant; (4) the problems that can result from showing defective units; (5) problems that prospective tenants should carefully inspect for; (6) comfort and quality-of-life checks; (7) ways to avoid unnecessary repairs; (8) recommended items for the rental application; (9) illegal discrimination; (10) legal criteria for tenant evaluation; (11) understanding the legal obligations created by a lease; (12) Texas statutes related to landlord retaliation; (13) co-tenancy agreements; (14) Texas rules on repairs; (15) events that give tenants statutory remedies in Texas; (16) statutory procedures for lock-out; (17) property exempt from removal for unpaid rent; (18) alternatives to a lawsuit; (19) eviction procedures; (20) tenants' use of the courts; and (21) security deposit tips. (EJV)

ED 284 667 PS 016 716

Denham, Susanne A.
Affective Understanding in Young Preschoolers and Reactions to Peers' Emotions.
PUB DATE- Aug 86
NOTE- 9p.; Paper presented at the Annual Meeting of the American Psychological Association (Washington, DC, August 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; Anger; Fear; *Nonverbal Communication; Pictorial Stimuli; *Preschool Children; Preschool Education; *Prosocial Behavior; *Social Cognition; Toddlers; *Verbal Communication
IDENTIFIERS- *Emotions; Happiness
Age, specific emotion, and linguistic modality (verbal vs. non-verbal) were predicted to affect knowledge of emotion in young preschoolers (N = 45, mean age = 40.7 mos). Prosocial response to emotion and knowledge of emotion were also predicted to be related, given naturalistic observation and the use of contextually valid emotion knowledge measures. Results indicated that older subjects scored higher on the puppet measure of understanding of emotions elicited by different situations, as well as on ability to verbally label the emotions happy, sad, and angry. Non-verbal labeling of emotion scores was higher than that of verbal scores; these non-verbal scores actually showed a ceiling effect at later age ranges. Knowledge of situations eliciting happy emotion was greater than that for anger or fear. For a subset of the above subjects (N = 21), knowledge of situations eliciting happy emotions predicted prosocial reactions to positive emotion, whereas overall knowledge of both positive and negative emotions predicted prosocial reaction to negative emotion during free play. These results substantially replicated previous findings on knowledge of emotions, but with a younger sample. Further, the linkage between knowledge of emotion and prosocial behavior stand as partial confirmation of several theories of empathy. (Author)

ED 284 682 PS 016 766

Herren, Joan K.; And Others
Training Manual for Local Head Start Staff. Part I: Ten Modules in Management, Education/Handicap Services and Social Services.
Maryland Univ., College Park. Head Start Regional Resource and Training Center.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, D.C.
PUB DATE- 81
NOTE- 190p.; For other manuals in this series, see PS 016 767-771.
AVAILABLE FROM- Head Start Resource and Training Center, University of Maryland, University College, University Blvd. at Adelphi Rd., College Park, MD 20742 ($40.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Classroom Environment; Classroom Techniques; Disabilities; Early Childhood Education; *Inservice Teacher Education; *Management Development; Money Management; Parent Participation; Postsecondary Education; School Administration; *Social Services; *Staff Development; *Supervisory Training; *Teacher Workshops
IDENTIFIERS- *Project Head Start
This training manual is the first in a set of six manuals for Head Start staff compiled in response to numerous requests for effective training materials. The manual begins with a brief overview of the need for training and the philosophy of the resource and training center that prepared the manuals. The manual was prepared to provide workshop material for in-service training by local administrators and coordinators. Workshop modules contain sample agendas directions for group activities, games, mini-lectures, handouts, and references. Warm-up exercises and means for evaluating the training workshops are included. Ten workshops are then outlined with specific information provided on number of people expected to attend, materials needed, expected learner outcomes, agenda, concepts for presentation, and procedures. The manual focuses on (1) management training, which includes workshops on delegation, communication, working together, and budgeting; (2) education-handicap services training, which includes information on individualizing preschool activities, observation and recording, and working with parents of children with special needs; and (3) social services training, which includes workshops on the topics of helping skills, identifying family needs and community services, and improving community services. (PCB)

ED 284 711 RC 016 335

Taylor, J. Edward
Selectivity of Undocumented Mexico-U.S. Migrants and Implications for U.S. Immigration Reform. Impacts of Immigration in California.
Urban Inst., Washington, D.C.
SPONS. AGENCY- Ahmanson Foundation, Beverly Hills, CA.; Atlantic Richfield Foundation, Los Angeles, CA.; Times Mirror Co., Los Angeles, CA.; Weingart Foundation, Los Angeles, CA.
REPORT NO.- PDS-85-4
PUB DATE- Dec 85
NOTE- 50p.
AVAILABLE FROM- The Urban Institute, P. O. Box 7273, Dept C., Washington, DC 20044 ($6.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Decision Making; Economics; Foreign Nationals; Foreign Workers; *Labor Market; Legislation; *Mexicans; Migrant Employment; Migrant Workers; *Migration Patterns; Population Trends; Public Policy; Rural Population; Undocumented Immigrants
IDENTIFIERS- *California; Immigration; *Immigration Legislation; *Impact
Proposed United States immigration reforms are founded on the assumption that illegal immigration can be significantly curbed by reducing economic incentives to migrate. Effects of these reforms, however, are not the same for all undocumented workers. Data from 61 rural Mexican households in Michoacan were used to explore which undocumented Mexico-U.S. migrants and migrant households were likely to be most influenced by changes in U.S. immigration laws. Findings indicated that, generally, undocumented immigrants were from households with strong economic motives for sending migrants to the United States but which could afford, or controlled, the risks and costs associated with illegal migration. Undocumented migrants most vulnerable to changes in immigration policy included individuals lacking the resources for illegal migration. These "borderline" migrants were generally from the poorest migrant households and likely to be concentrated disproportionately in California's agricultural sector. Undocumented workers most resilient to immigration reforms were firmly integrated into U.S. labor markets. They originated from Mexican households with family contacts in the United States and little internal migration experience. The cost of enforcing new immigration laws will likely increase substantially if new policies succeed in removing borderline immigrants from the undocumented migrant work force. (JMM)

ED 284 326 EA 019 506

Nolan, Mary Ann Cascio
The First Year: Women in the Principalship.
PUB DATE- Apr 87
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; Administrator Characteristics; *Administrator Role; *Administrators; Elementary Secondary Education; Expectation; *Females; Instructional Leadership; Interviews; Motivation; Politics; *Principals; Questionnaires; Self Concept; Time Management; *Women Faculty; Work Experience
IDENTIFIERS- New York; *Women Administrators
First-year principals will assume the role of instructional leaders in environments created by their predecessors. How these novices feel, react, and attempt to fulfill the expectations of their supervisor, staff, and community are investigated in this paper. Three male and three female first-year principals in Long Island, New York public schools were selected for an in-depth examination of their day-to-day lives. A questionnaire and interviews were used to collect demographic information: sex, race, age, school size, socioeconomic level of the school, educational background, and prior administrative work experience. Information regarding motivation for becoming a principal, expectations of the role of a principal, and daily experiences as a principal was also collected. Preliminary findings of the first month of the school year for the three female principals are reviewed. Topics covered include reactive encounters, time management, politics, leadership and power, self-image and aloneness, and relationship to other subjects. The collection of data is ongoing and further investigations in this area will be conducted. Included are references and an appendix containing the preliminary information questionnaire form. (WTH)

ED 284 407 EC 200 225

Barriers to Provision of Free Appropriate Public Education to Handicapped Children in West Virginia: An Assessment of Eight Regions. Summary Analysis.
National Association of State Directors of Special Education, Washington, D.C.
SPONS. AGENCY- West Virginia State Dept. of Education, Charleston. Office of Special Education Administration.
PUB DATE- Feb 87
NOTE- 47p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrator Attitudes; *Disabilities; *Educational Needs; Elementary Secondary Education; *Needs Assessment; Parent Attitudes; *Special Education; State Programs; State Surveys; Teacher Attitudes
IDENTIFIERS- *Problem Identification; *West Virginia

The report examines barriers to provision of free appropriate public education to handicapped children in West Virginia based on a needs assessment of eight regions. Eight regional meetings (which included representatives of school administration, teachers, parents, and institutions of higher education) used such techniques as "Likelihood-Impact Matrix Analysis" to analyze the perceived problems common to county school districts. Of the 68 problems identified, 58 were judged as having high importance (if resolved) in at least four of the state's eight regions. Eighteen priority problems (i.e., having a high likelihood of resolution and a high impact) were identified which clustered in four areas: parent involvement deficiencies, assessment and programming deficiencies, state department leadership deficiencies, and regional/county leadership deficiencies. Also judged as high impact (but low in likelihood for resolution) were deficiencies in seven areas: vision, attitude, partnership; facilities; programs; personnel (quality/quantity); definitions/guidelines; state department leadership; and community support. Details on problem areas identified in each of the high impact areas are presented, as is a summary by region. Appended are the matrix results for each region. (DB)

ED 284 438 FL 016 830

Bilingual Education. Information on Limited English Proficient Students. Briefing Report to the Chairman, Committee on Labor and Human Resources, United States Senate.
General Accounting Office, Washington, D.C.
REPORT NO.- GAO/HRD-87-85BR
PUB DATE- Apr 87
NOTE- 31p.
AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (first five copies are free; additional copies are $2.00 each, with a 25% discount for orders of 100 or more copies).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - General (140)
DESCRIPTORS- *Bilingual Education; Elementary Secondary Education; *English (Second Language); *Federal Aid; *Federal Programs; *Limited English Speaking; Public Education; State Legislation; Statistical Data; *Transitional Programs

The numbers and status of limited- English-proficient (LEP) students who are supported by federal funds appropriated under the Bilingual Education Act are reported. The investigation included interviews with officials of relevant state and federal agencies, reviews of state reports and pertinent studies, and collection of statistical information from the 50 states and the District of Columbia. Topics addressed include: number of LEP students in the United States; concentration of LEP students of particular language minority groups by school districts within each state; number of LEP students served by Title VII and Non-Title VII funds; extent to which native language is used in transitional bilingual education programs; the minimum number of LEP students required for provision of bilingual education; and states' estimation of the number of years students remain in programs for LEP children. Results indicated that there are approximately 1.2 to 1.7 million LEP students in the United States. English was used predominantly for instruction in programs designed to serve LEP students. Most LEP students spent 2 to 4 years in a transitional program. (CB)

ED 284 496 HE 020 576

Hillman, Susan J.; And Others
The Collaborative Design in Advancing the School/College Interface.
PUB DATE- Apr 87
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-25, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College School Cooperation; Computer Assisted Instruction; Computer Literacy; *Computer Uses in Education; *Cooperative Programs; Curriculum Development; Elementary School Students; Elementary Secondary Education; Grade 4; Grade 5; Higher Education; *Inservice Teacher Education; *Program Effectiveness; Public Schools; State Colleges; Word Processing; Writing Skills
IDENTIFIERS- *Massachusetts

Factors promoting or detracting from the effectiveness of collaborative projects between colleges and schools were investigated. Of concern were three projects undertaken collaboratively between a four-year state college in Massachusetts and the local public schools during a 2-year period. The In-service Project provided opportunities for teachers and administrators to have consultants' help with curricular concerns. The Writing Project involved research on whether fourth and fifth grade students' writing ability could be improved through the acquisition and use of word processing skills. The third project, Databus, is a mobile computer laboratory that circulates among rural schools to provide instruction in the educational application of computers. Descriptive data were gathered through questionnaires, surveys, interviews of teachers, students, administrators, and the writing samples of fourth graders. Findings are presented along with five recommendations including: a joint assessment of public school needs and ability of the college/university to respond to the latter must occur prior to design; representatives of all collaborative parties must agree on project goals, work plan, implementation, and evaluation in the developmental stage of the proposal; the Education Department and/or other relevant college departments must be prepared to give faculty members either additional stipends and/or load credits; the public schools must prepare its staff regarding the projected administrative and instructional impact of the upcoming project; and the college/university must be committed to the collaborative ideal and provide financial support if necessary. (SW)

ED 284 553 IR 052 019

Fogelstrom, Clarence
Library Services through Major Urban Resource Libraries (MURLs) and Metropolitan Public Libraries Which Serve as National or Regional Resource Centers.
Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 85
NOTE- 154p.; In: Annual Report on LSCA Special Activities, FY 1985; see IR 052 014.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; Data Analysis; *Federal Aid; Library Acquisition; Library Expenditures; Library Materials; *Library Services; Library Statistics; Program Descriptions; *Public Libraries; *Regional Programs; *Resource Centers
IDENTIFIERS- *Library Services and Construction Act; *Major Urban Resource Libraries
This report describes library services funded as specified by the Library Services and Construction Act (LSCA), Title I, major urban resource library (MURL) provisions, and services offered by metropolitan public libraries that served as national or regional resource centers during fiscal 1985. A review of annual reports provided by state libraries indicates that many MURL activities commenced in fiscal year 1984 were continued, the two major activities being the purchase of library materials and interlibrary loan services. Although similar to MURL activities, metropolitan public library activities placed greater emphasis on education and training for library personnel and trustees in the application of technology for use in libraries; the acquisition, cataloging, and processing of library materials for a number of public libraries; and the purchase of videotape recorders, compact disk players, and mini or personal computers. Detailed program statistics provided for each state include the MURL reserve amount, project numbers, total state population, MURL expenditures, state expenditures, local expenditures, cities with population over 100,000, population served, national or regional resource centers, and service area. Two appendices include state-by-state listings of the amounts reserved for MURLs from fiscal 1984-86, and the amounts expended by regional resource centers in fiscal 1984 and programmed from fiscal 1985-86 funds. (KM)

ED 284 567 IR 052 033

Post, Joyce A., Comp.
Special Libraries: A Cumulative Index, 1981-1986. A Cumulative Author/Title/Subject/Member Information Index to All Issues of "Special Libraries" from 1981 through 1986.
Special Libraries Association, Washington, DC.
REPORT NO.- ISBN-0-87111-327-9
PUB DATE- 87
NOTE- 46p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Activities; Book Reviews; Computer Software Reviews; Conference Papers; Indexes; Letters (Correspondence); *Special Libraries
IDENTIFIERS- *Special Libraries (Journal)
This cumulative index includes items that appeared in the quarterly journal, "Special Libraries," from the years 1981 through 1986.

Listed in alphabetical order, entries include: (1) articles, indexed by each author, subject or subjects, and, if not redundant, title; (2) reviews, indexed by the author or authors and title of each item being reviewed, and also referenced under the name of the reviewer(s); (3) software reviews; (4) reports of Special Libraries Association (SLA) activities, as well as references to persons running for SLA offices and reports of annual SLA conferences; and (5) letters to the editor in response to articles, indexed with the article as well as under the name of the writer of the letter, and other letters, indexed by subject as well as under the name of the letter writer. (KM)

ED 284 697 RC 016 305

Connery, Andrew R.
A Description and Comparison of Native American and Anglo Parents' Knowledge of Their Handicapped Children's Educational Rights.
PUB DATE- Apr 87
NOTE- 221p.; Doctoral Dissertation, Northern Arizona University.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041) Reports - Research/Technical (143)
DESCRIPTORS- *American Indian Education; Anglo Americans; *Childrens Rights; Comparative Analysis; *Disabilities; *Educational Legislation; Elementary Education; *Knowledge Level; *Parent Responsibility; Parent School Relationship; Special Education; Student Rights
IDENTIFIERS- Arizona; Educational Awareness; Education for All Handicapped Children Act; *Navajo (Nation)
The study determined whether Navajo parents of handicapped students reported similar knowledge of legal and educational information related to special education in comparison with Anglo parents, and the extent to which both cultural groups had knowledge of their handicapped childrens' educational rights. Twenty-two Anglo and 19 Navajo parents whose handicapped children attended a rural public school in northern Arizona were interviewed. Specific areas of parent knowledge were explored, assessing: (1) legal and educational information, (2) sources of legal and educational information, (3) the degree of understanding of educational processes as provided by the 1975 Education for All Handicapped Children Act (P.L. 94-142) and related laws, (4) parent attitudes toward the handicapped children's program, and (5) the reported predominant role (active or passive) parents used in acquiring information. Chi-square analyses indicated statistically significant ($p<.05$) differences between Navajo parents and Anglo parents in several areas. Navajo parent responses were less informed or less accurate than Anglo parent responses, but both groups provided evidence of being poorly informed about special educational laws and procedures related to their child's education. Recommendations for improving legal and educational information awareness, higher education training programs and future studies are made. Eighty-six references are appended. (JMM)

ED 284 651 PS 016 653

Cradle Crier, Vol. 1, Month One-Twelve.
New Hampshire Univ., Durham. Cooperative Extension Service.
SPONS. AGENCY- Department of Agriculture, Washington, D.C.
PUB DATE- 85
NOTE- 53p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Child Development; *Developmental Stages; Emotional Development; *Infants; Language Acquisition; Nutrition; Parent Child Relationship; *Parent Education; Parenting Skills; *Parent Materials; Physical Development; Social Development

This series of 12 short newsletters provides parents with information on their child's growth and development in each month of the child's first year. Specific information on the child's physical, social, emotional, and language development is provided, along with information on feeding and health issues. Each newsletter also focuses on a particular issue of interest to parents, such as child safety, temperament, discipline, and learning, and gives specific suggestions to parents regarding the issue. (PCB)

ED 284 366 EA 019 582

Trump, John M.
What Hinders or Prevents Superintendents from Working on Instructional Improvements?
PUB DATE- 86
NOTE- 6p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Board of Education Role; Boards of Education; Elementary Secondary Education; *Instructional Improvement; *Instructional Leadership; *Leadership Qualities; *Superintendents; Unions
IDENTIFIERS- *Board Teacher Relationship

The superintendent, as the district educational leader, has responsibility toward the board of education and instructional staff. The latter function is encouraged and monitored by superintendents who use inservice programs, central office instructional and curriculum specialists, teacher committees, principals, and consultants to identify and effect needed instructional improvement. Superintendents often complain about lack of time to improve their districts' instructional programs. The study reported in this paper attempted to identify superintendents' reasons for feeling hindered or prevented from finding time for instructional improvement. An unrestricted random sample of 120 school districts was drawn from the Ohio Directory of Public Schools. A 15-item questionnaire asking superintendents to rank possible impediments was mailed; 105 were returned, and 94 were analyzed. Two major, time-consuming obstacles were disclosed: (1) dealing with teachers' associations and (2) keeping the board happy. None of the other reasons generated more than a 11.7 percent response. Some participants' observations are included as being especially perceptive, along with a sample questionnaire. While more comprehensive research data is needed, this study clearly indicates two major impediments to superintendents' instructional leadership effectiveness. (MLH)

ED 284 423 FL 016 688

Nord, James R.
Listening and Speaking: A Cybernetic Synthesis.
PUB DATE- Nov 85
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Journal Articles (080)
DESCRIPTORS- *Cognitive Processes; *Cybernetics; *Feedback; Language Processing; *Learning Theories; Listening Comprehension; *Listening Skills; Second Language Learning; *Speech Communication; Student Centered Curriculum; Teacher Role

Cybernetic feedback theory sees the individual as a self-organizing feedback control system that generates its own activity to control its own perceptions. Applying the principle of feedback to language use, it appears that speaking as an overt public behavior is controlled by an internally private listening capacity. With that listening capacity, the transfer to speaking is greatly enhanced, though not automatic, and without the listening capacity, spontaneous speech, internally generated, does not occur. Previous approaches had had the language teacher push the student toward speech, with the teacher in control of the environment that controls the student's behavior. The cybernetic approach has the internal language structure pulling out the performance (speech) based on built-in expectations within the language structure learned through listening guidance. The student does this when he feels ready. He is in control of his own behavior. The teacher does not correct speech errors directly but notes them for further training in careful listening. In this approach, the teacher's task is to enhance the student's perceptual capacity. This technique could revolutionize foreign language teaching. (Author/MSE)

ED 284 454 FL 016 860

Curtin, Constance O.; Shinall, Stanley L.
Teacher Training for CALL and Its Implications.
PUB DATE- 82
NOTE- 31p.; In: Smith, William Flint, Ed. Modern Media in Foreign Language Education: Theory and Implementation, The ACTFL Foreign Language Education Series; see FL 016 850.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Computer Assisted Instruction; Computer Software; *Educational Needs; Elementary Secondary Education; Higher Education; *Inservice Teacher Education; Instructional Materials; Language Attitudes; *Preservice Teacher Education; *Program Content; Program Design; Program Evaluation; *Second Language Instruction

A rationale for the inclusion of training in computer-assisted instruction (CAI) in teacher education programs at both preservice and inservice levels is presented. The nature of teacher training in computer-assisted language learning (CALL) is described through a variety of examples. Areas covered include: the need for an understanding of the potential applications of CALL in the learning process; the need for teacher training in CALL as reflected in the literature; training teachers in theory and technical knowledge; the kinds of CAI and CALL currently available; and questions raised by those using CALL and the proposed answers to those questions. An outline of useful topics to be covered in a teacher training course in CALL is presented. CALL courses for teachers should include familiarity with the history of microcomputers, with technology, and with educational concerns regarding the use of CALL. (CB)

ED 284 468 HE 020 516

Kerr, Edwin, Ed.; And Others
W(h)ither Binary? A Seminar on the Organisation of Higher Education for the 21st Century. Report.
Western Australian Post Secondary Education Commission, Nedlands.
REPORT NO.- ISBN-0-7244-65146
PUB DATE- Mar 87
NOTE- 166p.; Report on a seminar sponsored by the Western Australian Post Secondary Education Commission (Perth, Australia, March 17-18, 1987).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Role; *Colleges; Comparative Education; Financial Policy; Foreign Countries; Governance; Government School Relationship; *Higher Education; Models; *Private Colleges; *Public Colleges; *School Organization; *Universities
IDENTIFIERS- *Australia; England; Hong Kong; North America; Northern Ireland; Scotland; Wales

Replacement of Australia's binary system, which separates the roles of colleges and universities, is discussed in this seminar report. In addition to seven seminar papers, information is provided on the Australian higher education system, including access, the curriculum, research, fiscal accountability, and program relevance and quality. In the keynote address, "The Organization of Higher Education in Australia: Options for the Future," Edwin Kerr reviews the development of binary policies over the past 25 years in England, Wales, Scotland, Northern Ireland, and Hong Kong. Options for Australia are discussed with some consideration to policies and principles in other educational systems. Paper titles and authors are as follows: "The Organization of Higher Education for the 21st Century--Needs To Be Met: An Employer's Perspective" (David Nolan); "The Binary System: A Student Perspective" (Janine Freeman); "Incubators of Anxiety? Staff Needs in Universities and Colleges" (Bill Walker); "The Binary System: A Commonwealth View" (Richard Johnson); "The Control of Higher Education: By Whom and for What Purpose?" (Donald W. Watts); and "The Binary System and Alternative Models: Two North American Models" (Bob H. T. Smith). (SW)

ED 284 539 IR 012 782

Wilson, Thomas C., Ed.
MACUL '87 Proceedings. Selected Papers. Annual Conference of the Michigan Association for Computer Users in Learning (Detroit, Michigan, March 26-27, 1987).
Michigan Association for Computer Users in Learning, Ann Arbor.
PUB DATE- Mar 87
NOTE- 65p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Literacy; *Computer Software; *Computer Uses in Education; Curriculum Development; Elementary Secondary Education; Higher Education; Interactive Video; Latin; Programing
IDENTIFIERS- LOGO Programing Language; Spreadsheets
Selected from presentations made at the 1987 conference of the Michigan Association for Computer Users in Learning (MACUL), the 13 papers in this proceedings address topics related to computer applications, computer literacy, and software applications: (1) "Keys to Programming Success for College Students" (Henry S. Austin); (2) "Electronic Spreadsheet Applications for Classroom Administration" (Gerald L. Beebe); (3) "Toward the Compleat Latin Computer Classroom" (Robert L. Black); (4) "Computer Curriculum Guide: A Developmental Process" (Gloria J. Earl); (5) "The Computer Literacy Debate" (Paul Kofi Egbo and Carol E. Bacek); (6) "Logo in the Outside World" (Mark Guzdial); (7) "Video Job Center" (Ray Hoag); (8) "Computer to Computer Communication" (Richard G. Lewandowski); (9) "Computers and the Arts" (Scott Michael Lis); (10) "An Educator's View of Software Piracy" (Sharon Octernaud); (11) "Michigan Occupational Data Analysis System--Assessment Systems" (Chris M. Olson and Carol E. Culpepper); (12) "Data Management to the Aid of Discovery" (Mike Rains); and (13) "Bibbits, Gribbits and Other Logical Things for Grades 1-3" (Charlotte Scherer). (MES)

ED 284 582 IR 052 049

Apterbach, Evelyn, Ed.; And Others
Access or Censorhip? Libraries and Pornography. An Annotated Selective Bibliography on the Theme of the LACUNY 1987 Institute.
City Univ. of New York, N.Y. Library Association.
PUB DATE- 87
NOTE- 29p.; For the 1986 bibliography, see ED 269 037.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Censorship; Females; History; Laws; Librarians; *Library Collections; *Obscenity; *Pornography; Publishing Industry; Reference Materials
IDENTIFIERS- Child Pornography
This bibliography lists selected publications both from areas that relate pornography as a concept to libraries and, by extension, those that relate it to censorship. Introductory material includes listings of the Library Association of the City University of New York (LACUNY) 1987 Institute committee and emcees and LACUNY officers, and the 1987 Institute program. Following a consideration of the definitions of the concepts of obscenity and pornography, approximately 112 annotated entries are organized under 11 subject headings: (1) Definitions; (2) Bibliographies, Catalogs, and Other Reference Books; (3) Library Collections of Erotica; (4) Concerning Collections and Collecting; (5) History--Censorship through the Ages; (6) Pornography and the Law; (7) Pornography, Censorship, and Libraries; (8) Librarians' Self-Censorship and Self-Image; (9) Child Pornography; (10) Women and Pornography; and (11) Publishers on Pornography. Some of the abstracts were derived from those available in various online databases and existing bibliographies if the compilers considered them sufficiently descriptive. (KM)

ED 284 609 JC 870 336

Helman, Sanford
The Aging of the Faculty at the Community College.

Princeton Univ., NJ. Mid-Career Fellowship Program.
PUB DATE- May 87
NOTE- 10p.; One of a series of "Essays by Fellows" on "Policy Issues at the Community College."
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Age; *Aging in Academia; *College Faculty; Community Colleges; *Educational Trends; Teacher Recruitment; Teacher Retirement; *Teacher Supply and Demand; *Teaching (Occupation); Two Year Colleges
IDENTIFIERS- *New Jersey

New Jersey's community colleges started in the late 1960s in the more populous, relatively well-financed counties. Of the original group of faculty members, many were drawn from high schools with several years of teaching experience, others had practical business experience in their field of expertise, and still others were recruited out of graduate schools. Each college must decide for itself what to do about the fact that its faculty is growing older and will be retiring within a few years. Options include recruiting business people who have opted for early retirement or older professors from the university; instituting phased retirement programs whereby faculty teach less and are paid less; offering generous buyouts to encourage early retirement; and hiring novice teachers and teaching them to teach effectively. In order to increase the pool of new talent, recruiters will have to go to other English-speaking countries (e.g., Ireland and possibly Canada) and utilize their surplus of graduate students. The problem of incremental aging of the faculty can be looked at in terms of physical manifestations (e.g., faculty who can no longer walk up stairs with ease) and intangible manifestations (e.g., faculty who are losing the inner motivation to teach). Colleges must take action to deal with both types of difficulties. (AYC)

ED 284 340 EA 019 546

Thies-Sprinthall, Lois; Sprinthall, Norman A.
Experienced Teachers: Agents for Revitalization and Renewal as Mentors and Teacher Educators.
PUB DATE- 87
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Developmental Stages; Elementary Secondary Education; Interprofessional Relationship; *Mentors; *Peer Evaluation; *Professional Development; *Teacher Attitudes; Teacher Certification; Teacher Education; *Teacher Education Programs; *Teacher Educator Education; Teacher Morale; Teacher Motivation
IDENTIFIERS- North Carolina
Veteran teachers are often discontent because of the repetitive nature of teaching. New experiences, not repetition, are necessary for growth. Previous theories of adult development include deterministic models (such as those of Freud, trait and factor psychology, and behaviorism) and the developmental theory, which reveals no evidence of adult decline. Three Minnesota studies indicate that teachers show developmental stage movement when they assume complex roles. In North Carolina, a need for assistance to supervise initially certified teachers provided a mentoring opportunity to veteran teachers. In addition, another program allowed mentors to become mentor-trainers. The teachers learned coaching and instructional supervision, and, as a result, gained self-confidence and improved capacities for taking perspective and for absorbing significance from experience. The mentors' ages ranged from 30 to 55, but neither age nor experience influenced the impact. The 2 mentor-educators for each group of 12 to 14 potential mentors fulfilled 3 roles: teaching pupils, supervising beginning teachers, and serving a graduate school faculty role in teaching developmental instructional supervision. The remedies for veteran teachers' discontent with the repetitive nature of teaching are role-taking, increased responsibility, and reflection. Appended are 3 footnotes, 3 tables, and 45 references. (RG)

ED 284 380 EC 192 797

Kelker, Katharin; And Others
Planning for Transition: An Implementation Guide for Administrators and Teachers.
Montana Center for Handicapped Children, Billings.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Jul 86
NOTE- 232p.; For related document, see EC 192 796.
CONTRACT- 300-83-0192
AVAILABLE FROM- Montana Center for Handicapped Children, 1500 North 30th St., Billings, MT 59101-0298 ($8.00 includes $2.00 shipping and handling).
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adaptive Behavior (of Disabled); Agency Cooperation; Community Role; Daily Living Skills; *Developmental Disabilities; *Education Work Relationship; Elementary Secondary Education; *Normalization (Handicapped); Parent Role; *Severe Disabilities; *Transitional Programs
IDENTIFIERS- Montana; School to Work Transition

This implementation guide, based on the MESH model (Montana Model for Education of the Severely Handicapped), is intended to assist administrators and teachers in planning for the transition of special education students from one placement to another, with emphasis on preparation for community living and independent functioning. The 11 modules contained in the guide have the following titles and subtopics: (1) "The Transition Model" (planning, training, placement); (2) "What Difference Does Transition Planning Make?" (transition planning as a future-oriented, ongoing process); (3) "Student Needs in Transition Planning" (educational needs, effective special education programs); (4) "Parent Roles in Transition Planning" (what parents can do, how they can be involved, and when they should be involved); (5) "Professional Roles in Transition Planning"; (6) "Community Support and Cooperation" (positive community relations, interagency cooperation, informal and formal agreements, community services); (7) "Assessment for Transition Planning" (environmental and vocational assessment); (8) "Development of an Individual Education Program for Transition"; (9) "Special Planning for Transition from Secondary School into the Community" (professional roles, family role, transition issues); (10) "Funding Alternatives for Transition from School to the Community"; and (11) "Training, Placement, and Follow-Up" (teaching students with mild, moderate, and severe handicaps; teaching environments). A bibliography concludes each module. Two appendices (a glossary and sample planning forms) are appended. (JW)

ED 284 394 EC 200 212

Williams, Jane M.
Accommodations for Secondary Learning Disabled/Mainstreamed Students on Teacher-Made Tests.
PUB DATE- 86
NOTE- 24p.
AVAILABLE FROM- Jane M. Williams, Wheaton High School, 12601 Dalewood Dr., Wheaton, MD 20906 ($2.00).
LANGUAGE- *English*
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- High Schools; *Learning Disabilities; *Mainstreaming; *Teacher Made Tests; Test Format; *Testing; Test Wiseness
IDENTIFIERS- *Test Adaptations

Suggested accommodations for mainstreamed secondary learning disabled students on teacher made tests are presented. Suggestions are grouped into general; format; and test taking modifications (presentation, recording, and scoring). Among the many suggestions made are the following: watch readability of questions; assure test is clearly printed; provide tests on which to write rather than Scantron or answer sheets, present tests orally to students with reading problems; permit use of computational aids for mathematics exams; and consider alternatives to standard grading procedures. A chart is also included which compares classroom behaviors exhibited by students, their effect on test performance, and appropriate test accommodations. Classroom behaviors, test performance, and appropriate test accommodations are identified for each of the following categories: students with auditory problems, students with verbal expression problems, students with visual perception problems, students with written expression problems, students with fine motor problems, and students with organizational problems. (DB)

ED 284 482 HE 020 559

Brown, Cynthia L.; And Others
High School and Beyond. Student Financial Assistance: Student Loans. Contractor Report.
MPR Associates, Berkeley, CA.
SPONS. AGENCY- Center for Education Statistics (OERI/ED), Washington, DC.
REPORT NO.- CS-87-431c
PUB DATE- Jun 87
NOTE- 55p.
CONTRACT- OE-300-85-0206
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College Students; Eligibility; *Family Income; Females; *Financial Needs; Higher Education; Longitudinal Studies; Males; Minority Groups; Private Colleges; Public Colleges; Student Characteristics; Student Costs; *Student Financial Aid; *Student Loan Programs; White Students
IDENTIFIERS- *Guaranteed Student Loan Program; High School and Beyond (NCES); *National Direct Student Loan Program

The distribution of student loans to the 1980 senior cohort of the High School and Beyond sample is examined. The sample of the senior cohort participated in the Second Follow-up survey in 1984. Attention is directed to: who received loans, the types of loans awarded, the amount of loan aid, the availability and amount of loans related to the cost of attending the colleges, and whether the use of loans changed over time as students progressed through college. The sample was limited to students who were continuously enrolled in school: (1) 1980 high school seniors who entered postsecondary schools as full-time freshmen in 1980-1981 and who continued to become seniors in 1983-1984; and (2) students who enrolled in less than 4-year courses who graduated or who stopped progressing through the college system. Included is information on the social and demographic characteristics of students who were more likely to receive any student loan, Guaranteed Student Loans or National Direct Student Loans, to finance the freshman year. The percentages of students from different income groups who received any loan are reported, along with the total student loan burdens incurred by students. (SW)

ED 284 511 HE 020 641

Bromert, Jane Doyle
College Search Committees. ERIC Digest 84-2.
American Association of Univ. Administrators, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 84
NOTE- 5p.; This digest is a summary of "The Role and Effectiveness of Search Committees" (ED 243 355).
CONTRACT- 400-82-0011
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Administrator Qualifications; *Administrator Selection; *Advisory Committees; College Faculty; Higher Education; *Recruitment; *Search Committees (Personnel; *Teacher Selection
IDENTIFIERS- ERIC Digests

The relatively new phenomenon of using search committees is described as the result of state and federal legislation, a more participatory approach to college administration, and an enlarged pool of qualified candidates. Committee functions include recruiting and screening candidates, checking references, handling interviews, and making recommendations. The need for good "fit" between institutional requirements and individual expectations emphasizes the importance of an effective search committee. Time and money are two factors that can limit search committees. Pre-search guidelines include the need for such things as a genuine understanding of the institution, a search committee membership that is representative of the college or university at large, precise charge to the committee, and definition of clearly stated qualifications that candidates must possess. (LB)

ED 284 623 JC 870 353

Faddis, Constance R.; Long, James P.
Job Clubs Hit the Mark for Students with Disabilities.
PUB DATE- Sep 87
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Career Counseling; Career Planning; Community Colleges; *Developmental Disabilities; *Disabilities; Employment Counselors; Employment Interviews; Employment Opportunities; *Employment Problems; *Job Placement; *Job Search Methods; Program Descriptions; Self Esteem; Two Year Colleges; Two Year College Students
IDENTIFIERS- *Job Clubs
Chicago Citywide Colleges (CCC), Columbus (Ohio) Technical Institute (CTI), and the Community College of Rhode Island (CCRI) recently participated in a model job club project operated by the National Center for Research in Vocational Education. The project sought to demonstrate the utility of job clubs in helping students with disabilities make the transition from college to work. Based on general guidelines provided at orientation, coordinators from the three institutions developed their own club structure and strategies. The program at CCRI, which involved 23 students, included role playing, guest speakers, workshops, video feedback, and individualized counseling. The activities focused on employer expectations, use of want ads, telephone and interview skills, resume and application development, and job-related vocabulary. At CTI, 25 students participated in the program, which emphasized student job placement and job-seeking skills. While the programs at CCRI and CTI ran for 12 weeks, at CCC, 26 participants attended two separate club sessions held for 8 weeks each. At CCC, the job club focused specifically on students with developmental disabilities, emphasizing problems of motivation, self-esteem, and self-expression. The job club projects were evaluated through a pre-/post-assessment of members, which revealed a significant improvement in self-reported job-seeking skills; and data collected on the job status of members within two months of completing the program. (PAA)

ED 284 652 PS 016 656

Andersson, Bengt-Erik
Home Care or External Care? A Study of the Effects of Public Child Care on Children's Development When 8 Years Old. Reports on Education and Psychology No. 2, 1986.
Stockholm Inst. of Education (Sweden).
REPORT NO.- ISBN-91-7656-138-0
PUB DATE- 86
NOTE- 65p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Development; Comparative Analysis; *Day Care Centers; Early Childhood Education; Early Experience; *Family Day Care; Foreign Countries; Mother Attitudes; *Social Development; *Young Children
IDENTIFIERS- *Home Child Care; Sweden
A group of 119 children in Sweden were followed from infancy to age 8 to determine the relationship between type of child care children received and their later development. At the age of 8, children were given aptitude tests and were rated by teachers on school performance and social and personal development. A number of background variables were also considered. Results showed that, in most aspects, type of child care had an independent explanation power for children's cognitive and social development. However, the group of children who were placed in day care during their first or second year of life and remained there until the start of school, was generally rated more favorably by teachers and performed better on aptitude tests than all other groups. Some relationships between type of child care and family type were found, and the mother's satisfaction with the child care was found to be an important prediction variable. A 21-item reference list concludes this document. (PCB)

ED 284 668 PS 016 717

Loesch-Griffin, Deborah A.
Gender Differences in the Instruction and Intelligent Behavior of Fifth-Graders. Summary Paper.
PUB DATE- Aug 86
NOTE- 34p.; Paper presented at the Annual Meeting of the American Psychological Association (Washington, DC, August 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Ability; *Critical Thinking; *Elementary School Students; Grade 5; Intermediate Grades; *Sex Bias; *Sex Differences; *Skill Development; Socialization; Teacher Behavior
This study investigates how the psychological and social processes of children participating in an instructional program in critical thinking become engaged as children incorporate cultural and sex-typed information into the development of specific cognitive skills. Forty boys and girls randomly selected from four fifth-grade classes at two elementary schools participated in the study. The children were administered pre- and post-measures that assessed cognitive skill development in a structured task and in a novel task. In addition, data on instructional practices, curricular materials concerning thinking skills, and students' communicative competence in pre- and post-interviews were collected for qualitative analysis. Cognitive skill development appeared to be developmental and learned. Students in both schools gained significantly in measures of cognitive skill development. However, students who were enrolled in the intervention school had better and more developed skills than those in the nonintervention school. The researchers hypothesized that boys and girls may be encouraged to develop, select, and apply cognitive skills differently according to situational demands and constraints. These data show that boys and girls are differentially exposed to teaching strategies aimed at the production of intelligent behavior. Pre- and post-measures indicate that boys and girls differ in their application of cognitive skills during different tasks. (Author/PCB)

ED 284 683 PS 016 767

White, Linda; Pokorni, Judith L.
Training Manual for Local Head Start Staff. Part II.
Maryland Univ., College Park. Head Start Regional Resource and Training Center.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, D.C.
PUB DATE- 82
NOTE- 120p.; For other manuals in this series, see PS 016 766-771.
CONTRACT- ASD-3-80
AVAILABLE FROM- Head Start Resource and Training Center, University of Maryland, University College, University Blvd. at Adelphi Rd., College Park, MD 20742 ($25.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Child Development; Classroom Environment; Classroom Techniques; Confidentiality; Crisis Intervention; Discipline; Early Childhood Education; *Inservice Teacher Education; *Parent Participation; *Planning; Postsecondary Education; *Social Services; *Staff Development; Teacher Role; *Teacher Workshops; Team Teaching
IDENTIFIERS- *Project Head Start
This second manual of the Head Start training manual set includes workshop modules which focus on child development, social services and parent involvement. The section on child development covers six mini-workshops on the topics of roles and responses of the teacher learning environments, daily planning, classroom management, team teaching, and working with parents. The social service workshops which are outlined examine crisis intervention and confidentiality. Parent orientation, decision-making roles for parents, and the policy council's role with regard to personnel policies are the subjects of the parent involvement workshops. All workshop descriptions include an overview, learner outcomes and procedures for presenting the workshop. Lists of materials needed, handouts and bibliographies are also included. (BG)

ED 284 354 EA 019 564

Vandenberghe, Roland
The Principal as Maker of a Local Innovation Policy Linking Research to Practice.
PUB DATE- Apr 87
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Role; Demonstration Programs; *Educational Innovation; Elementary Education; Foreign Countries; Interviews; Leadership Responsibility; *Organizational Change; Organizational Theories; *Policy Formation; *Principals; Program Development; Research Utilization; School Effectiveness; School Organization; *Theory Practice Relationship
IDENTIFIERS- *Belgium; Policy Implementation
The general meaning of research data drawn from study of school improvement programs creates the opportunity for sound theory building. By emphasizing the principal's role in policy development, this paper analyzes the characteristics of large-scale educational innovation projects and their explanatory foundations. Belgium's comprehensive Renewed Primary School project involving 275 schools illustrates the link between theory and practice. Vaguely formulated project goals encourage differing innovative configurations among schools, which are additionally influenced by the principal's role. Interviews with teachers from 24 schools revealed 4 types of local innovation policy emphasis: planning, interaction, risk avoidance, and cooptation. Each school's level of implementation was assessed from teaching activities data and project ratings. Analysis indicates that principals intervene differently in schools with a high level of implementation compared to schools with a low level of implementation. The search for the relationship between interventions and implementation involves locating an underlying explanatory factor that "creates meaning." Perceiving leadership as a language game suggests that language is the vehicle conveying meaning. Understanding the interconnections between explanatory factors provides a conceptual basis for prediction and for action-oriented studies because research and practice are linked--and are testable--through mutual feedback. Seventeen references are appended. (CJH)

ED 284 408 EC 200 226

Moore, Caroline, Ed.; And Others
Reaching Out: Proceedings from a Special Education Symposium on Cultural Differences and Parent Programs (Phoenix, Arizona, May 2-3, 1986).
Oregon Univ., Eugene. Coll. of Education.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- May 86
NOTE- 112p.; Developed by the Western Regional Resource Center.
GRANT- OEC-300-83-0185
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Alaska Natives; American Indians; Asian Americans; Blacks; *Cultural Differences; *Disabilities; Elementary Secondary Education; *Ethnic Groups; Hispanic Americans; Minority Groups; Pacific Americans; Parent Education; *Parent School Relationship

The document contains ten presentations (or summaries) given at a 1986 special education symposium on cultural differences and parent programs with emphasis on the Pacific states and territories of Alaska, American Samoa, Arizona, California, Northern Mariana Islands, Guam, Hawaii, Idaho, Oregon, Nevada, Trust Territory, and Washington. Two introductory papers examined demographic changes (D. Zeller) and "cultural pluralism" versus the "melting pot" idea (L. Baca). Remaining papers focus on cultural differences and parent programs with the following cultural emphases and authors: Asian (C. Yano), Hispanic (G. Rodriguez-Eagar), Pacific--Guam (F. Limtiaco), Pacific--Samoa (T. Falealii), Native American--Southwest (T. Tafoya), Native American--Alaska (M. Ambrose), and Urban Black (P. Mullings-Franco). The presenter panel and discussion are summarized. A final summary lists 10 recommendations for reaching out to families of other cultures such as approaching each individual as an individual, knowing about the culture before approaching a family, viewing each culture as "good and working," and thinking in terms of cultural differences rather than cultural barriers. The four appendices include suggestions for replicating the symposium, a summary of the evaluation, a 37-item bibliography of multi-cultural resources, and a list of symposium participants. (DB)

ED 284 439 FL 016 831

Davis, Stuart
Stress Conflation: Evidence from Sooke.
PUB DATE- Dec 86
NOTE- 10p.; Paper presented at the Annual Meeting of the Linguistic Society of America/American Association for Applied Linguistics (New York, NY, December 27-30, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Classification; Comparative Analysis; *Componential Analysis; *Linguistic Theory; *Models; *Phonology; *Salish; *Stress (Phonology); Suprasegmentals; Syllables; Uncommonly Taught Languages; Vowels
IDENTIFIERS- Maranungku; Rhythm; *Sooke
A comparison of the application of two current theories of stress to a particular stress pattern found in the Salish language Sooke is presented. Hammond's (1986) grid-like tree structure representation of stress is compared with Halle and Vergnaud's (1986) tree-like grid structure. Examples in the Australian language Maranungku show that, in Hammond's theory, stress is represented by tree structures that lack strong-weak labelling but with marks essentially equivalent to grid ticks. Maranungku examples used with Halle and Vergnaud's theory indicate that stress is represented by metrical grids that incorporate constituent structure. Consideration of the stress system of Sooke shows that its analysis is much more straightforward using Halle and Vergnaud's theory that posits stress conflation as compared to Hammond's theory. Examples show that, in Hammond's theory, stress is determined by building a left-headed unbounded ROB (revised obligatory branching) foot with a left-headed word tree, thus requiring an additional mechanism to determine over which syllable the head of the ROB foot is placed. The analysis within the Halle and Vergnaud framework avoids positing an additional mechanism that determines over which syllable the head of the ROB foot is placed. Examples of stress in Sooke can be taken as evidence to support the grid-like theory. (CB)

ED 284 525 HE 020 841

Moran, Mary
Student Financial Aid and Women. ERIC Digest.
Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-HE-87-2
PUB DATE- 87
NOTE- 3p.; This digest is a summary of "Student Financial Aid and Women: Equity Dilemma?" (ED 277 318).
CONTRACT- 400-86-0017
AVAILABLE FROM- ERIC Clearinghouse on Higher Education, George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036 (free with stamped, self-addressed envelope).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Descriptive (Program/Project Descriptions) (141) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Access to Education; *Change Strategies; *College Students; Comparative Analysis; Day Care; Educational Opportunities; Federal Aid; *Females; Financial Needs; *Financial Policy; Grants; Higher Education; Need Analysis (Student Financial Aid); Public Policy; Scholarships; *Sex Differences; *Student Financial Aid; Student Loan Programs; Work Study Programs
IDENTIFIERS- ERIC Digests

The impact of student aid policies on women is assessed. Patterns of enrollment and economic profiles differ for male and female students. Women, for example, far surpass men as adult, part-time, independent, and unclassified students, the categories most likely to present barriers to participating in most financial aid programs. Gender issues in student aid policy include: loan burdens of women in light of the data that women generally earn lower salaries than men; women's loan default rate and their rate of bankruptcy; the award of merit scholarships to males and females; the unmet financial need under current student aid policies for single women with children because of their classification as independent students; barriers to working women in corporate benefit programs that pay tuition; child care as a cost of attending college; contradictory policies in public welfare and student aid programs; participation of low-income females in the Guaranteed Student Loan Program; the contributions to college costs that women's parents make compared to men's parents; and award of research assistantships to women compared to men. Actions that could improve women's participation in student aid programs are identified. (SW)

ED 284 568 IR 052 034

Thomas, D. L.
Study on Control of Security and Storage of Holdings: A RAMP Study with Guidelines.
United Nations Educational, Scientific and Cultural Organization, Paris (France). General Information Programme.
REPORT NO.- PGI-86/WS/23
PUB DATE- Feb 87
NOTE- 62p.
AVAILABLE FROM- Division of the General Information Programme, Documentation Centre, UNESCO, 7 Place de Fontenoy, 75700 Paris, France (free).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Air Pollution; *Archives; Building Design; *Climate Control; *Developing Nations; Exhibits; Fire Protection; Humidity; Light; Nonprint Media; *Preservation
IDENTIFIERS- Building Security; Shelving Practices; Tropics
Intended to assist developing countries in the essential task of preserving historical records and, therefore, deliberately oriented towards economy and a low level of technology, this study provides an outline of currently accepted standards that archivists in developing countries, especially those in tropical areas, can apply to their own situations. Following a description of the physical aspects of records and a summary of the main dangers that threaten them, guidelines are provided for the design of archive buildings; protection against specific hazards, including unsuitable levels of humidity, air pollution, light, theft, physical damage, fire, insects, mold, and animal pests; shelving and packing; exhibitions; and preserving non-traditional records, such as films and computer tapes. In addition, 13 specific recommendations are provided for the protection of records against unsuitable environmental conditions. A 70-item bibliography and a 55-item list of RAMP (Records and Archives Management Programme) publications and related documents are also included. (KM)

ED 284 583 IR 052 050

Christopher, Rachel; Culpepper, Jetta
Library Faculty Evaluation: Criteria and Scoring Instrument.
Murray State Univ., Ky.
PUB DATE- May 87
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; Academic Rank (Professional); *Evaluation Criteria; Evaluation Methods; Higher Education; Job Performance; *Librarians; *Personnel Evaluation; Promotion (Occupational); Records (Forms); Research; Teaching Skills; Tenure
IDENTIFIERS- *Faculty Status; *Murray State University KY
In an effort to improve individual progress toward meeting university requirements for promotion and tenure, librarians at Murray State University (Kentucky) recently revised their Faculty Activities Report and Faculty Evaluation forms to meet the following objectives: (1) to develop a Faculty Activities Report form that would be easier to administer and more equitable, providing for a continuous listing of activities through the years rather than the annual listing formerly used; and (2) to develop a Faculty Evaluation form that would specifically address university criteria for promotion and tenure. The new Faculty Activities Report form allows faculty members to keep account of their accomplishments during each calendar year in the five categories of teaching excellence/job performance, research/creative achievement, professional service, academic and professional service, and university service. Designed to be used for the evaluation of each librarian by his or her immediate supervisor, the new Faculty Evaluation form includes a rating scale of 1 to 5 for the criteria of teaching excellence/job performance (70% of the total score), research/creativity (20%), and service (10%). The Faculty Evaluation form and rating scale are included. (KM)

ED 284 596 JC 870 210

Maricopa Community Colleges Commission on Student Assessment and Initial Course Placement. Report and Recommendations Submitted to the Vice-Chancellor for Educational Development.
Maricopa County Community Coll. District, Phoenix, Ariz.
PUB DATE- 3 May 84
NOTE- 25p.; Paper collected as part of the American Association for Higher Education Assessment Forum.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Community Colleges; *Educational Policy; Educational Testing; Policy Formation; *Program Development; Program Effectiveness; *Student Evaluation; *Student Placement; Two Year Colleges
IDENTIFIERS- *AAHE Assessment Forum

The Maricopa Community College District's (MCCD's) Commission on Student Assessment and Initial Course Placement was formed to assess the current status of student assessment for initial course placement across the district, to review the available instruments that assess student skills for placement, to discover what other community college districts are doing in this area, and, based on this information, to develop recommendations for assessment/placement in the district. Overall, the commission attempted to recommend a strong policy for all district campuses that would provide better service to students and strengthen the instructional program. In summary, the commission recommended that: (1) assessment be mandatory for all first-time students enrolling for seven or more credit hours, for any student enrolling for the first time in English, reading, or math, and for any continuing or former student who has accumulated six credit hours and who falls below a 2.0 grade point average; (2) all MCCD colleges use the same assessment instrument; (3) scores for placement be established by the English, reading, and math instructional councils and used districtwide; (4) a second level of assessment occur during the first week of classes each semester; (5) students be encouraged to participate in an assessment/advisement/orientation process prior to the registration period; and (6) research be implemented to support and evaluate the assessment and placement program. The commission report includes findings regarding MCCD assessment and placement procedures, placement testing at other colleges, and legal concerns; along with a detailed discussion of recommendations. (EJV)

ED 284 637 JC 870 367

The Real Estate Inspector. Teachers Instructional Packet (TIP) No. 11, Spring 1986.
Texas A and M Univ., College Station. Texas Real Estate Research Center.
PUB DATE- 86
NOTE- 20p.; For other Teachers Instructional Packets in this series, see JC 870 357-372. Portions contain small print.
AVAILABLE FROM- Texas Real Estate Research Center, Texas A & M University, Blocker Bldg., College Station, TX 77843 ($2.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Business Education; *Certification; Instructional Materials; *Occupational Information; Postsecondary Education; *Real Estate Occupations; *State Legislation; Teaching Guides
IDENTIFIERS- *Real Estate Inspectors; Texas

Part of a series of classroom aids designed for real estate instructors, this instructional packet was designed to help real estate students understand legal requirements for real estate inspectors in Texas. The material is based on Section 18C of the Real Estate License Act, as amended by the 1985 Texas Legislature. Following a presentation on the law, a series of overhead masters, keyed to the text, are provided. The visuals cover: (1) the definition of a real estate inspector; (2) required courses; (3) inspector license requirements; (4) real estate inspector license fees; (5) how competency is established; (6) grounds for the denial, suspension, or revocation of the license; (7) license exemptions; (8) the purposes of the Real Estate Inspector Recovery Fund and facts allowing recovery from the fund; and (9) effective dates. (AYC)

ED 284 698 RC 016 308

Jones, Crispin, Ed.; Kimberley, Keith, Ed.
Intercultural Education: Concept, Context, Curriculum Practice. Education and Culture. The CDCC's Project No. 7: "The Education and Cultural Development of Migrants."
Council for Cultural Cooperation, Strasbourg (France).
PUB DATE- 86
NOTE- 253p.; Based on the International Conference on Intercultural Curriculum (2nd, London, England, 1984).
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Agency Role; *Cultural Awareness; Cultural Context; Drama; *Educational Development; Foreign Countries; Immigrants; Intercultural Programs; *Interdisciplinary Approach; Language; Literature; *Multicultural Education; Science Education; Secondary Education; *Secondary School Curriculum; Social Sciences; Technological Literacy
IDENTIFIERS- *Council of Europe (France); *Europe

The Second International Conference for Multicultural Education focused on making European educational systems more European, international and intranational, and brought together views from teachers and other educationalists on issues relating primarily to secondary curriculum. This publication discusses the general ideas raised at the conference and provides 20 papers grouped into 3 sections: (1) the concept of intercultural education and its recent history, (2) the context in which schooling takes place in Europe, particularly from the viewpoint of those regarded as migrants or newcomers to the countries concerned, (3) the intercultural curriculum and examination of a series of detailed specifications of practice in the subject areas of languages, literature, drama, social sciences, and science and technology within the secondary curriculum. Conclusions and some recommendations for future action are provided in a fourth section. Some of the papers include references. Appendices contain a list by author of the papers given at the conference, and a list of participants by country. (JMM)

ED 284 712 RC 016 340

Massey, Romeo M.
Uganda's Basic Education Integrated into Rural Development (BEIRD) Program: Planning Phase.
PUB DATE- Apr 87
NOTE- 65p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987). Financial and logistical assistance provided by CARE/Canada and the Government of Uganda.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Agricultural Education; Agricultural Production; *Basic Skills; *Elementary Education; Foreign Countries; Instructional Effectiveness; Instructional Materials; Integrated Curriculum; Organizational Development; Planning; *Problem Solving; Rural Development; *Rural Education; Rural Environment; Teacher Education
IDENTIFIERS- Belize; *Strategic Planning; *Uganda
This study describes Uganda, its rural primary schools, and the Namutamba-Basic Education Integrated into Rural Development (BEIRD) project from 1971 through 1979, which infused agriculture and appropriate technology into the curricula of teacher colleges and primary schools. A similar project in Belize, the Relevant Education for Agriculture and Production (REAP) program, is also described. The strategic plan of June 1986 to revitalize BEIRD is analyzed using 5 essential strategic planning elements, 11 planning definitions, a general problem solving model, and the "problem pyramid" concept. The strategic plan addresses five problems, which are the lack of: life-adaptive knowledge and skills among rural primary school graduates; a BEIRD organizational structure at national, district, and community levels; a curriculum that integrates practical and academic instruction; a BEIRD preservice/inservice teacher training system and materials; and adequate primary school teaching materials and methods. Each problem is analyzed using the eight-step problem solving process. (Author/JMM)

ED 284 327 EA 019 508

Lynch, Kathleen Kelley
Political Culture and the Exercise of Power: Combined Effects on Policymaking.
PUB DATE- Apr 87
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Behavior Patterns; *Beliefs; *Educational Finance; *Educational Policy; Elementary Secondary Education; Information Utilization; Interviews; *Political Influences; Political Power; *Politics of Education; Values
IDENTIFIERS- Pennsylvania; *Political Culture
How implicit assumptions govern the process of policymaking, and how those implicit assumptions are simultaneously consistent with both the political culture of the state and with behaviors that are effective in achieving desired policy outcomes are investigated in this paper. Interview data were gathered from policymakers and analyzed to discover 10 implicit, highly intertwined assumptions in the policy formulation process that include the following: (1) everything in government is relative; (2) nothing significant ever gets accomplished without the leadership having a hand in it; (3) if a policy proposal has no chance of succeeding, do not bring it up in the general assembly; (4) the education committees are collegial and nonpartisan, and the appropriations committees are hierarchical and partisan; (5) special interest groups are informal policymakers, but they are powerful and legitimate in their policymaking role; (6) information is power; (7) the number one problem in education is finance; (8) taxes are an anathema, but if taxes must be raised, ask for money for education; (9) the major policy battles in the general assembly concern the distribution of money; and (10) the life expectancy of any given basic instructional subsidy formula is limited. (WTH)

ED 284 424 FL 016 773

Rodriguez, Yolanda C.
Analogies for Improving Thinking Skills in English as a Second Language.
PUB DATE- Aug 86
NOTE- 88p.; Professional paper, Master of Education degree, Texas Women's University.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Reports - Research/Technical (143)
DESCRIPTORS- *Abstract Reasoning; *Cognitive Development; *English (Second Language); Junior High Schools; Junior High School Students; Reading Improvement; *Reading Processes; Second Language Instruction; Second Language Learning; *Teaching Methods; *Vocabulary Development
IDENTIFIERS- *Analogies
After presenting a research review indicating that English as a second language (ESL) secondary school students need to improve their thinking skills, this paper reports on a study in which 136 analogies were developed for use as tools to teach these students to read at inferential and applied levels. The vocabulary source for the analogies was the Dale-Chall List of 3,000 Words (1948). Seventh-, eighth-, and ninth-grade ESL students (N=6) participated in four 50-minute sessions in which they studied two of eight analogy types (semantic comparisons, nonsemantic comparisons, portion analogies, class, sequence, characteristics, degree of intensity, and source). Relationship sentences were used to check the accuracy of the analogy solution. Pre- and post-tests consisting of 25 analogies each showed that the students improved in their ability to reason analogically. Analogies at an appropriate vocabulary level can be taught to ESL students, who can also be taught higher level thinking skills such as inference, analysis, evaluation, and synthesis through analogies. Appendixes include analogy lists, a list of analogy types, sample relationship sentences, and the pre- and posttests. (CB)

ED 284 455 HE 019 828

Purcell, L. Edward, Ed.; Beyle, Thad, L., Ed.
The Governors and Higher Education.
National Governors' Association, Washington, D.C.
PUB DATE- 85
NOTE- 52p.
AVAILABLE FROM- The Council of State Governments, P.O. Box 11910, Lexington, KY 40578 ($5.50).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Budgeting; Coordination; Educational Cooperation; Financial Support; *Governance; *Government School Relationship; *Higher Education; *Leadership Responsibility; *Political Influences; State Aid; *State Government
IDENTIFIERS- *State Governors

The relationship between higher education and governors and state government is explored in eight articles. Brief introductions are provided by Samuel K. Gove of the University of Illinois and Governor Lamar Alexander, who served as a National Governors' Association chairman. An overview of the 1985 Wingspread Conference, which focused on the relationship of U.S. governors to their higher education systems, is also presented. Titles and authors of the articles are as follows: "The States and Higher Education: Changes Ahead" (Clark Kerr); "Governors in Higher Education: A Partnership for the Future?" (Terry Sanford); "The Changing Role of the Governor in Higher Education" (William Winter); "Former Governors Look at Higher Education: Crucial Issues Facing Academe" (Richard A. Zollinger); "The Governors State-of-the-State Addresses: A Focus on Higher Education" (Eric B. Herzik); "Governors and Higher Education: Politics, Budgeting, and Policy Leadership" (Madeleine Wing Adler, Frederick S. Lane); "State Coordination and Governance of Higher Education: Implications for Governors" (Aims C. McGuinness, Jr.); and "Dimension of Leadership in Higher Education" (Stanley O. Ikenberry). (SW)

ED 284 497 HE 020 577

Hobus, Pie P. M.; And Others
Contextual Factors in the Activation of First Hypotheses: Expert-Novice Differences.
PUB DATE- 86
NOTE- 13p.; The research was supported in part by a grant from the Canadian Medical Research Council.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Clinical Diagnosis; Comparative Analysis; Educational Research; *Graduate Medical Students; Higher Education; *Information Utilization; *Medical Evaluation; *Physicians; Problem Solving; *Recall (Psychology)
The role of contextual information in the generation of early hypotheses during the clinical interview was studied with expert and novice medical diagnosticians: 18 experienced family physicians versus 5 new physicians and 12 final-year medical students. The 18 experts and 17 novices were presented with 32 short case histories each presented on three slides: a portrait of a patient, a patient chart containing the previous disease history, and a slide with the present complaint. Because of the sequential nature by which patient data became available during a clinical interview, contextual information is expected to be important in the initial hypotheses. Differences in the number of correct diagnoses were predicted for the two groups, if experts used the contextual information, implicitly provided by picture and patient chart, in a more elaborate way. If this prediction was true, it would show in the amount of information explicitly recalled. The data confirmed these predictions. The experts produced 50% more correct hypotheses as compared to the novices and were able to reproduce a larger amount of relevant contextual information. In addition, a high correlation between problem-solving and recall measures was found only for the expert group. (Author/SW)

ED 284 512 HE 020 642

Keimig, Ruth Talbott
College Learning Improvement Programs. ERIC Digest 84-3.
Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 84
NOTE- 4p.; This digest is a summary of "Raising Academic Standards: A Guide to Learning Improvement" (ED 233 669).
CONTRACT- 400-82-0011
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Academic Achievement; *Academic Standards; *College Instruction; College Students; *Developmental Studies Programs; Educational Planning; Grade Point Average; Higher Education; High Risk Students; *Remedial Programs; Teaching Methods
IDENTIFIERS- ERIC Digests

Successful college instruction programs have two features that are associated with increased grade point averages and retention: (1) they are comprehensive and meet student needs, and (2) they are better institutionalized into the academic mainstream of the college or university. Several program characteristics are crucial to learning improvement, including: goals and rationale, instructional methods, institutional standards, staff role, program evaluation, attitudes toward nontraditional students, responsiveness to students, and systematic advisement. Interaction and shared problem-solving among academic and developmental educators is the fundamental factor in successful learning improvement programs. Faculty and administrators can produce greater control of learning outcomes by considering all options, identifying the best methods, and fostering long-term planning, and interdisciplinary innovation. (LB)

ED 284 540 IR 012 783

Schlenker, Richard M.
Making Duplicate Files Using the Atari Computer and the Atariwriter and Atariwriter Plus Programs. Doc. No. 0005.
PUB DATE- Feb 87
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Computer Software; *Word Processing
IDENTIFIERS- *Atariwriter
Step-by-step instructions for creating duplicate files using the Atariwriter or Atariwriter Plus word processing software are provided. An example of a standard file format for lesson plans is included. (MES)

ED 284 554 IR 052 020

Fork, Donald J.
Public Library Construction.
Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 85
NOTE- 10p.; In: Annual Report on LSCA Special Activities, FY 1985; see IR 052 014.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; *Construction Programs; Data Analysis; *Federal Aid; *Library Expenditures; *Library Facilities; Library Statistics; Program Descriptions; *Public Libraries
IDENTIFIERS- *Emergency Jobs Appropriations Act 1983; *Library Services and Construction Act; Michigan
This report summarizes public library construction activities supported by Library Services and Construction Act (LSCA), Title II, funds as of fiscal 1985. Following a brief legislative background and overview, the use of federal funds in support of public library construction is reviewed, and the impact of LSCA funding during fiscal 1983-85 is summarized. In addition, a discussion of LSCA fiscal 1983-85 projects includes those funded by appropriations from the Emergency Jobs Act--Public Law 98-8--with emphasis on projects carried out in Michigan and Nebraska, and those funded by LSCA. Finally, a summary of funding and expenditures for projects completed under the Emergency Jobs Act includes the federal, local, state, state plus local, and total amounts of funding and expenditures for each state. (KM)

ED 284 367 EA 019 588

Sebba, Rachel
Architecture as Determining the Child's Place in Its School.
PUB DATE- Nov 86
NOTE- 20p.; Paper presented at the Edusystems 2000 International Congress on Educational Facilities, Values, and Contents (Jerusalem, Israel, November 16-21, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Architectural Research; *Classroom Environment; *Educational Facilities Design; Educational Theories; Elementary Secondary Education; Foreign Countries; Interpersonal Communication; *Learning Motivation; School Effectiveness; Socialization; Space Utilization; *Spatial Relationship (Facilities); Student Needs; Student School Relationship; *Theory Practice Relationship

This paper analyzes the implications of a school's physcial environment for children's development. Its purpose is to draw the attention of educators to the implications of the physical environment for the child's development and to invite them to participate in the process whereby the design program of schools is formulated. The paper presents the social implications of the design approach according to which the school is planned. A distinction is made between the two different design approaches (the functional and the territorial) that appear confounded in existing schools. The implications of each of them for the child's development and ability to learn is discussed. Finally, the paper proposes a combined approach to school design based on children's developmental needs. (Author/CJH)

ED 284 395 EC 200 213

Hersh, Leonard R.
Gateways Intellectually Gifted Handbook. Report #501.
Horseheads Central School District 1, N.Y.
PUB DATE- Jan 87
NOTE- 79p.; Some pages printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Academically Gifted; *Curriculum; Due Process; Elementary Secondary Education; Eligibility; Enrichment Activities; Inservice Teacher Education; Program Descriptions; *Program Implementation; Staff Role; Student Educational Objectives; *Talent Identification

The document describes the Gateways program for intellectually gifted students of grades K-12 in Horseheads, New York. The introductory chapter presents the context in which the program developed, discussing program background and need. The next chapter focuses on identification of pupils with emphasis on the three stage process (nomination, screening, and final selection). The appeals procedure, the pupil removal process, and readmission are explained in the following three chapters. The sixth chapter describes program activities focusing on special aspects of the curriculum at the elementary, junior high, and high school levels. The chapter on program articulation examines program mechanics (such as scheduling, teaching assistants, and inservice education) and staff responsibilities. The next chapter provides a listing of 10 major instructional objectives. The final chapter consists of an appendix containing forms, profiles, and other materials required in the identification of gifted and talented pupils. (DB)

ED 284 469 HE 020 517

Plante, Patricia R.
The Art of Decision Making. Issues and Cases in Higher Education.
American Council on Education, Washington, D.C.
REPORT NO.- ISBN-0-02-924550-8
PUB DATE- 87
NOTE- 201p.; American Council on Education/Macmillan Series on Higher Education.
AVAILABLE FROM- Macmillan Publishing Company, 866 Third Avenue, New York, 10022 ($19.95).

LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Reference Materials - Bibliographies (131) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Freedom; *College Administration; College Athletics; College Curriculum; *Conflict Resolution; *Decision Making; Dissent; Higher Education; Multiple Employment; Part Time Faculty; Problem Solving; *Program Administration; Public Service; Sexual Harassment; Stealing; *Student Rights; Study Abroad; *Teacher Behavior; Teacher Discipline; Teacher Qualifications
Fifteen case studies of decision making in colleges and universities are discussed. A "people-oriented" approach is emphasized; both humanistic and managerial principles are considered. The case studies concern: disturbances and dissent, sexual harassment, academic freedom, departmental mismanagement, community service, outside employment, intercollegiate athletics, inventory control, programs abroad, faculty misconduct and behavior in the classroom, discrimination, unqualified faculty, program revision, and part-time faculty. A resolution process is outlined that reflects the factors involved: a brief description of an issue that confronts administrators, the background and possible extenuating circumstances, the problem itself and precipitating circumstances, and suggested courses of action, together with options and attendant possible consequences. Each suggested course of action includes the principles, both philosophical and managerial, that led to the proposed conclusion. It is noted that each decision reflects the values of the administrator and should take into account the campus culture. Advice is offered concerning what college leaders should look for in selecting decision makers. An annotated bibliography is included. (SW)

ED 284 483 HE 020 560

Best, Paul J.
Japanese Higher Education and Japan's "Internationalization" (Kokusaika).
PUB DATE- May 87
NOTE- 71p.; Requirement for the Certificate of Advanced Study, Southern Connecticut State University.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Asian History; *College Role; Economic Development; Economic Factors; *Educational History; Foreign Countries; Foreign Policy; *Higher Education; *International Relations; *Nationalism; Political Influences
IDENTIFIERS- *Japan
An educational foundation (interdisciplinary) approach is used to examine the development of Japan in order to discover what role, if any, the Japanese higher educational system can play in the internationalization of the country. Some historical, geopolitical, and sociocultural background is provided. It is suggested that Japan can no longer function as a closed society if it intends to keep its global markets. Japan must decide whether it wishes to "open to the world" (internationalize) or fall back on narrow nationalism. An overview of the development of education and pre-war and contemporary higher education is provided. Major problems in Japan's higher education are examined to determine if their system can help resolve Japan's internationalization problem. Of concern is the examination system, instruction, faculty, and academic structure. It is concluded that Japanese higher education cannot be expected to play any part in the Japanese national debate about internationalization. It is necessary to look elsewhere, perhaps to the political and economic structure, for the support of any internationalization program. (SW)

ED 284 610 JC 870 337

Maganzini, Anne
Retraining Faculty at the Community College.
Princeton Univ., NJ. Mid-Career Fellowship Program.
PUB DATE- May 87
NOTE- 16p.; One of a series of "Essays by Fellows" on "Policy Issues at the Community College."
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Faculty; College Planning; Community Colleges; *Faculty Development; *Inservice Teacher Education; Personnel Policy; *Retraining; *Retrenchment; *Teacher Rights; *Tenured Faculty; Two Year Colleges

With declining enrollments projected for the next decade and program discontinuance and retrenchment already a reality at many campuses, the retraining of tenured faculty to teach in a new discipline has been a critical issue for both faculty and administrators. The American Association of University Professors (AAUP) and the courts offer different interpretations of what constitutes fiscal exigency as the grounds for the dismissal of tenured faculty, and slightly different positions on whether a tenured faculty member is entitled to retraining. The AAUP suggests that retraining take place when program discontinuance occurs for educational considerations and not because of financial necessity, while the courts have not considered retraining a right under any circumstances. Several factors support these policies: (1) the discontinuance of particular programs may have less negative consequences than the more generalized loss of vitality that could occur from across-the-board dismissals of junior faculty; (2) retraining a faculty member for one or two semesters cannot give the instructor the discipline expertise of a novice instructor training for years in that field; (3) a faculty member teaching out of his/her area of expertise out of necessity may suffer a lack of motivation; (4) the academic vitality of a college depends on a mix of younger and older, junior and senior faculty and the teaching qualifications of instructors; and (5) sabbatical leaves are being alloted more and more frequently for retraining, rather than the equally important scholarly growth and development. Dealing effectively with retraining and retrenchment requires strong leadership on the part of the college president and equally strong leadership and participation by the college faculty in academic program review, budget analysis, and, ultimately, declaring a state of fiscal exigency. (AYC)

ED 284 624 JC 870 354

Winchell, Anne
New Start Program: Second Year Report.
Kingsborough Community Coll., Brooklyn, N.Y.
PUB DATE- Jun 87
NOTE- 21p.; For a related document, see ED 278 442. Appendix A may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Academic Advising; Colleges; *College Transfer Students; Community Colleges; *Educational Counseling; *High Risk Students; Intercollegiate Cooperation; Outcomes of Education; Program Descriptions; *School Holding Power; Student Improvement; Student Recruitment; Two Year Colleges; *Two Year College Students; Universities
IDENTIFIERS- *Reverse Transfer Students
Kingborough Community College's (KCC's) New Start Program was initiated in 1985 to give students who were unsuccessful at senior colleges a second chance at higher education. Following a very successful first year during which retention and academic performance were significantly improved, the New Start Program was expanded from 63 to 240 students for the 1986-87 academic year. During 1986-87, Queens College and the College of Staten Island joined Brooklyn College in referring students who were about to be dismissed to KCC's New Start program. Students who elected to participate in the program were admitted to KCC in good standing, assigned a counselor to assist them, and allowed to use up to 30 previous credits toward a KCC degree. By June 1987, over 80% of the students in the program had either earned college degrees or were still actively working toward them. The median grade point average (GPA) for the 1986-87 participants was 2.41, and the median rate of course completion was 92%. Over 25% of the students had a cumulative GPA above 3.00, and close to half had 100% rates of course completion. Appended tables include data on: (1) enrollment by semester; (2) participants' curricula at KCC; (3) KCC entrance test scores; (4) median GPA by entrance date; (5) GPA by previous college; (6) rates of completion by previous college; (7) enrollment status; and (8) student demographic data. (Author/PAA)

ED 284 638 JC 870 368

Characteristics of the High Performance Real Estate Salesperson. Teachers Instructional Packet, TIP No. 12, Spring 1987.
Texas A and M Univ., College Station. Texas Real Estate Research Center.
PUB DATE- 87
NOTE- 64p.; For other Teachers Instructional Packets in this series, see JC 870 357-372.
AVAILABLE FROM- Texas Real Estate Research Center, Texas A & M University, Blocker Bldg., College Station, TX 77843 ($2.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Research/Technical (143)
DESCRIPTORS- Distributive Education; Education; *Individual Characteristics; Instructional Materials; *Occupational Information; Postsecondary Education; Real Estate; *Real Estate Occupations; Sales Occupations; *Sales Workers; State Surveys; Teaching Guides
IDENTIFIERS- *Texas

Part of a series of classroom aids designed for real estate instructors, this instructional packet was developed to help real estate students understand the characteristics of Texas real estate salespersons based on a 1983 state survey. First, questions for class discussion are presented, followed by a summary presentation on the survey findings, which were based on data acquired from 961 respondents from a random sample (N=2,367) of 144,068 licensees during April and May 1984. A summary of findings related to demographics, education, reading habits, time/income budgets, business and career characteristics, and aspirations and expectations of high-income salespersons is followed by an item-by-item comparison of the responses of upper-income and lower-income salespersons to questions concerning: (1) highest level of education achieved; (2) specialization of highest degree earned; (3) membership in the Texas Association of Realtors and other professional associations; (4) previous career experience; (5) hours per week spent in real estate brokerage; (6) total hours per week at work; (7) firm ownership; (8) number of full- and part-time salespersons in firm; (9) function in firm; (10) years associated with present firm; (11) number of other firms with which associated in past; (12) organization of firm; (13) categories of investments and income; (14) periodicals read; (15) age, gender, and marital status; (16) real estate career satisfaction; and (17) plans to continue a real estate career and expected area of career specialization. A series of 32 overhead masters keyed to the text and an evaluation form for the instructional packet are provided. (EJV)

ED 284 653 PS 016 657

Broberg, Gayle Christensen; Moran, James D., III
Creative Potential and Conceptual Tempo in Preschool Children.
PUB DATE- 1 Apr 87
NOTE- 22p.; A version of this paper was presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Conceptual Tempo; *Creativity; *Preschool Children; Preschool Education
IDENTIFIERS- *Ideational Fluency; Kansas Reflection Impulsivity Scale; Multidimensional Stimulus Fluency Measure
The individual stylistic variations of creative potential and conceptual tempo were investigated in 61 preschool children. The Kansas Reflection Impulsivity Scale for Preschoolers (KRISP) was used to measure the reflective/impulsive (that is, creative tempo) dimension, and the Multidimensional Stimulus Fluency Measure (MSFM) was administered to determine ideational fluency (creative potential). Children were classified as reflective (slow/accurate) or impulsive (fast/inaccurate), as well as fast/accurate and slow/inaccurate. No differences were found between reflectives and impulsives on the ideational fluency measure. However, greater originality scores were evidenced in the fast/accurate and slow/inaccurate groups than among the reflectives and impulsives. Speculations and implications of this unusual finding were discussed in terms of the manner in which children may approach convergent and divergent tasks. (PCB)

ED 284 669 PS 016 718

Huston, Aletha C.; And Others

Cognitive Development and Home Environment as Predictors of Children's Attention to Television.

SPONS. AGENCY- National Inst. of Child Health and Human Development (NIH), Bethesda, Md.; National Inst. of Mental Health (DHHS), Rockville, Md.; Spencer Foundation, Chicago, Ill.
PUB DATE- Aug 86
NOTE- 12p.; Paper presented at the Annual Meeting of the American Psychological Association (Washington, DC, August 22-26, 1986).
GRANT- NICHHD-1-T-32-HD-07173; NIMH-MH-39596
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Attention; *Cartoons; Childrens Television; *Cognitive Development; *Family Environment; Longitudinal Studies; Television Research; *Television Viewing; Verbal Ability; *Young Children

Children's attention to four cartoons was observed in a laboratory session at the end of a two-year longitudinal study of home television viewing. Age (5 or 7), verbal ability (PPVT-R score) and home viewing history were examined as predictors of visual attention. There were no age differences, but PPVT-R scores were positively related to attention. Attention was positively related to a history of viewing informative programs for children and negatively related to a history of viewing adult programs. The results were interpreted as showing that children who live in families with heavy diets of general television programs learn habits of inattention because the television becomes a constant background to family life and because the children are frequently exposed to programming that is beyond their level of comprehension, particularly if their general verbal ability is relatively low. By contrast, children who view informative programs extensively learn habits of paying attention from a diet of programming that is tailored to their levels of comprehension. (Author)

ED 284 341 EA 019 547

Annotated Bibliography on Human Relations--Teachers and Administrators.
PUB DATE- 87

NOTE- 72p.; A class project for FED 705, Valdosta State College, Georgia.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Elementary Secondary Education; *Human Relations; Instructional Leadership; Labor Relations; *Personnel Management; *Principals; *School Effectiveness; *Staff Development; Teacher Evaluation; Teacher Morale; *Teacher Supervision

This annotated bibliography is a listing of 286 papers and journal articles on human relations in public education published between 1982 and 1986. Nearly 50 entries concern the principal's role as manager and instructional leader. Another 50 address teacher supervision and evaluation, while 30 others treat teacher burnout, stress, morale, and other working conditions. Over 35 listings address classroom management, student discipline, and teacher-student relations. Almost 25 entries are devoted to administrator-teacher communication issues, and 12 to the superintendent-school board relationship. School effectiveness and improvement concerns are addressed in over 20 entries, and staff development and competency issues are discussed in 23 entries. Of the remaining entries, most are devoted to general management techniques, collective bargaining and labor relations in schools, and various personnel management functions. (MLH)

ED 284 355 EA 019 565

Jacobson, Stephen L.
The Distribution of Salary Increments and Its Effect on Teacher Retention.
PUB DATE- Mar 87
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Board of Education Policy; Comparative Analysis; Elementary Secondary Education; *Employment Practices; Occupational Mobility; *Regional Characteristics; Rural Schools; *Salary Wage Differentials; School Districts; *Sex Differences; Suburban Schools; Teacher Attitudes; Teacher Distribution; *Teacher Salaries; *Tenure
IDENTIFIERS- *New York
Using personnel files provided by New York's state education department, this study examines and compares teacher retention rates in relation to region and gender from 1974 through 1984 in school districts using alternative practices of internal salary distribution. A total of 57 school districts from 2 regions of the state were included in the study, 15 districts were from a rural, 4-county region and 42 were from a suburban county outside New York City. Each region's districts were categorized according to changes during 1974-84 in relative attractiveness of salaries offered entry level (maximum 3 years experience), mid-career (9-11 years district experience), and senior teachers (minimum 17 years district experience). Although data reveal positive correlations between district retention rates and salary improvements in both regions, regional and gender-related differences exist in teacher labor market behavior. In the wealthier, suburban region, districts that have improved the attractiveness of salaries paid to mid-career teachers have the highest retention rates, whereas the highest retention rates in the rural region are among districts experiencing little change in their salaries' relative attractiveness. Analysis of gender-related differences in labor market behavior indicates that female teachers are more responsive to salary improvements that males, particularly male teachers in rural districts. A two-page reference list and seven data tables are appended. (Author/CJH)

ED 284 381 EC 192 798

Obiakor, Festus E.
Cultural, Socio-Economic and Political Influences on Special Education in Nigeria.
PUB DATE- 19 Dec 86
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cultural Differences; *Cultural Influences; Developing Nations; *Disabilities; *Educational Needs; Elementary Secondary Education; Foreign Countries; *Political Influences; *Socioeconomic Influences; *Special Education
IDENTIFIERS- *Nigeria
The paper describes the present state of education in Nigeria with emphasis on the cultural, socio-economic, and political influences affecting special education. After a brief summary of education in Nigeria since independence (1960), the paper looks at problems identified in special education and at Section 8, that portion of the National Policy on Education (1977) that provides policy direction for special education. Problems resulting from cultural influences on special education are identified (e.g., the low level of parental literacy and the superstitions and taboos of ethnic cultures). The section on socioeconomic influences contrasts conditions in developed and developing nations, notes current economic problems (oil glut and low per capita income), and a lack of funding for special education. Political influences (including corruption, mismanagement, and electoral violence and fraud) are also cited as problems which impede the development of an orderly system of special education. Among ten recommendations offered are the following: There should be "uncontaminated" free appropriate public education. Procedural safeguards should be inculcated into Section 8 of the National Policy on Education. The federal government should give strict guidelines to state and local governments. Teacher training should be strengthened. Excessive politicalization of social, economic, and educational decisions should be minimized. (DB)

ED 284 541 IR 012 784

Geretschlaeger, Ingrid; Geretschlaeger, Erich
Media Education in the Advent of the New Technologies in Austria.
PUB DATE- 86
NOTE- 26p.; Paper presented at the International Television Studies Conference (London, England, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Developed Nations; Foreign Countries; Influences; *Mass Media; *Mass Media Effects; Programing (Broadcast)
IDENTIFIERS- *Austria; *Media Education
This overview of mass media and media education in Austria begins by briefly describing the geography, population, government, and economy of the country. The current status of press, radio, and television in Austria is then presented, followed by a discussion of the potential benefits and problems of new communication technologies. The objectives of media education are considered together with political, social, and cultural issues affecting such education. Problems including foreign dependency, dominating neighbors, traditional bureaucratic structures, and the Austrian mentality are also noted, and a discussion of the outlook for media education in Austria concludes the paper. Five German-language references are listed. (MES)

ED 284 684 PS 016 768

Rudolph, Carol; And Others
Training Manual for Local Head Start Staff. Part III.
Maryland Univ., College Park. Head Start Regional Resource and Training Center.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, D.C.
PUB DATE- 83
NOTE- 193p.; For other manuals in this series, see PS 016 766-771.
CONTRACT- ASD-3-80
AVAILABLE FROM- Head Start Resource and Training Center, University of Maryland, University College, University Blvd. at Adelphi Rd., College Park, MD 20742 ($40.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Classroom Environment; Classroom Techniques; Discipline; Early Childhood Education; Family School Relationship; Grouping (Instructional Purposes); *Inservice Teacher Education; Interviews; *Parent Participation; *Planning; Postsecondary Education; *Social Services; *Staff Development; Teacher Student Relationship; *Teacher Workshops; Volunteer Training
IDENTIFIERS- *Project Head Start
The third manual in the set of six manuals for training Head Start staff presents workshop module information on child development, social services, and parent involvement. The four child development workshops focus on (1) ways to plan for and group children to meet their individual needs, (2) teacher-child interactions that foster cognitive growth, (3) classroom management, and (4) methods for training volunteers to work in the classroom. The two social services workshops described are concerned with the process of interviewing staff members to determine which ones should be used to work with families. The first workshop focuses on interviewing skills, while the second deals with the use in interviewing of responses (statements in which the social service worker reacts to what parents have said) and leads (statements in which the social service worker expresses her own ideas and feelings and expects the parents to react to them). Hendouts are also included. (PCB)

ED 284 713 RC 016 359

Rivera, Manuel G.
Hispanic Cultural Survival and Academic Achievement: A Partnership That Works.
PUB DATE- 25 Apr 87
NOTE- 19p.; Keynote address at the Hispanic Scholarship Awards Banquet for the Cinco de Mayo Celebration, San Bernardino, CA, April 25, 1987.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Cultural Awareness; *Cultural Background; Dropout Characteristics; Dropout Rate; Economic Factors; Educational Attainment; Educational Status Comparison; *Education Work Relationship; Elementary Secondary Education; *Ethnicity; Higher Education; *Hispanic American Culture; *Hispanic Americans
IDENTIFIERS- California; High School and Beyond (NCES)
The life of Benito Juarez--who broke all odds to achieve academically, politically, and socially--serves proof that Hispanics can achieve without sacrificing their cultural heritage. The current educational achievement of Hispanics in California and elsewhere in the nation is a matter for serious consideration. Nearly 50% of all Hispanics enrolled in high schools will not graduate. Of those who graduated in 1983, fewer than 5% were eligible to enroll in the University of California, and less than 15% were eligible for the California State University. National statistics (1982) showed that of the Hispanic population that graduated from high school, 22% entered college, 7% completed college, 4% entered graduate or professional school, and 2% completed professional and graduate school. The relationship between income and educational status is well established, but it should be noted that in California ethnic minorities earn disproportionately low incomes even with the same amount of education. A longitudinal study conducted by the Department of Education shows the lasting, adverse consequences for those who earn grades of less than "C" or who leave school without graduating. On the occasion of the Cinco de Mayo celebration, Hispanics should commit themselves to the partnership of cultural survival and academic achievement. (JHZ)

ED 284 328 EA 019 525

Klein, M. Frances
State Legislated Curriculum: Assessing the Impact of the Shift in Locus of Authority. Interpretation from the Perspective of a Curriculum Theorist.
PUB DATE- Apr 87
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behaviorism; Course Content; *Curriculum Design; *Curriculum Research; Elementary Secondary Education; *Fundamental Concepts; Humanism; Literature; Religion; School District Autonomy; State Departments of Education; *State School District Relationship; Theories
IDENTIFIERS- *Curriculum Theories
This paper discusses state control over curriculum relative to two general schools of curriculum theorists. The traditionalists employ a behavioristic social science orientation and attempt to develop curriculum theory with laws and principles tested through research. Reconceptualists reject the behavioral science model and attempt to reconceptualize the field of curriculum theory using disciplines such as the arts, literature, religion, and humanistic psychology as a basis for theorizing curriculum. Assumptions and consequences of state control over curriculum in relation to these two broad groups of curriculum theorists are discussed under five major categories: (1) the nature of knowledge, (2) purposes of the explicit curriculum, (3) messages students receive from the implicit curriculum, (4) what is not being taught or the null curriculum, and (5) the planning of curriculum based upon the fundamental elements of the field. Myths about curriculum that must be discarded with the shift in curriculum control to the state are identified. However, the shift of control of the curriculum back to local districts is advocated. A bibliography is included. (WTH)

ED 284 409 EC 200 227

Robinson, Jim; Seabolt, Pete
VOC-PLAN: Individual Vocational Education Plan (A Quick, Efficient and Creative Way to Generate Vocational I.E.P.s), Users Manual and Preview Manual.
PUB DATE- 86
NOTE- 156p.
AVAILABLE FROM- Piney Mountain Press, Inc., P.O. Box 333, Cleveland, GA 30545.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Computer Managed Instruction; *Computer Software; *Disabilities; Disadvantaged Youth; *Individualized Education Programs; Postsecondary Education; Program Development; Secondary Education; *Student Educational Objectives; *Vocational Education
IDENTIFIERS- *VOC PLAN (Computer Program)

This User's Manual is intended to accompany VOC-PLAN, a computer (Apple) program designed to assist in the preparation of an Individualized Vocational Education Program (IVEP) for handicapped, disadvantaged, or regular vocational secondary and postsecondary students. The program is presented in standard IEP (Individualized Education Program) format and allows the user to define criteria for mastery, evaluation techniques, review dates, and tasks mastered for each vocational objective. The program contains over 2,500 short term vocational objectives in such areas as agriculture, auto body work, construction, cosmetology, data processing, marketing, drafting, electronics, food service, graphic arts, health, home economics, horticulture, industrial arts, metals, and transportation. Voc-Plan includes a program disk, a data disk for each vocational training area requested, a student disk, the User's Manual, and 50 standard IEP forms. The manual contains instructions for the following program actions: creating an IEP, printing IEP objectives, changing IEP data disk, printing the student IEP, getting/saving and erasing the IEP from disk, erasing the IEP from memory, adding/editing IEP objectives, creating a student disk, and quitting. A full listing of the short term vocational objectives by area are appended, comprising the greater part of the document. Also included is a preview manual with a program description and sample screen layouts. (DB)

ED 284 425 FL 016 806

LoCastro, Virginia
Yes, I Agree with You, But...: Agreement and Disagreement in Japanese and American English.
PUB DATE- Nov 86
NOTE- 22p.; Paper presented at the Japan Association of Language Teachers' International Conference on Language Teaching and Learning (Seiri Gakuen, Hamamatsu, Japan, November 22-24, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- College Students; Comparative Analysis; Cultural Differences; *English (Second Language); Higher Education; *Japanese; *Language Patterns; Language Teachers; Language Usage; *Oral Language; *Questioning Techniques; Social Values; *Speech Acts; Uncommonly Taught Languages
IDENTIFIERS- Japanese People
A contrastive study of Japanese and American English sought to explore how speakers agree and disagree in the two languages. Japanese-speaking college students and American English-speaking teachers of English as a foreign language were informally questioned about food preferences, with their comments surreptitiously recorded for analysis. Results indicated that, on the surface, there are no significant differences between the Japanese and American English way of agreeing and disagreeing. When questions about food preferences were phrased in a certain way in either language, they seemed to encourage agreement. Japanese speakers did appear to be a little more indirect in stating food preferences, perhaps because they were more concerned about not offending their conversational partners. The issue of agreement and disagreement in these two langages is very complex, and assumptions should not be made too quickly concerning possible universality. (CB)

ED 284 440 FL 016 832

Heggie, Lorie
The Range of Null Operators: Evidence from Clefting.
PUB DATE- Dec 86
NOTE- 28p.; Paper presented at the Annual Meeting of the Linguistic Society of America/American Association for Applied Linguistics (New York, NY, December 27-30, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- French; Grammar; Language Universals; *Language Variation; *Linguistic Theory; Phrase Structure; *Sentence Structure; *Structural Analysis (Linguistics); *Structural Linguistics; Surface Structure; *Syntax; Verbs
Grammatical theories that rely exclusively on the categorical nature of constituents to determine their syntactic behavior encounter problems when dealing with cleft construction. The ungrammaticality of such constructions is indeed syntactic in nature and can be shown to derive from a general principle of universal grammar (UG), restricting the range of null operators that partake in cleft construction. Theoretical assumptions underlying the clefting phenomena are reviewed, followed by a demonstration of the plausibility of a descriptive generalization concerning cleftability stated in terms of Theta Theory (Chomsky, 1981). Several apparent counterexamples to that generalization are considered which are shown to fall out of other modules of the grammar developed within the Government Binding framework. The question of why such a generalization should hold is addressed through deeper insight into the characteristics of the null operator involved in the clefting construction. A constraint is formulated regarding the range of null operators. It is proposed that this Null Operator Generalization be extended to all base-generated empty categories, a hypothesis which is shown to rightly predict the distribution of predicate clitics in French. (CB)

ED 284 498 HE 020 578

Cavenar, Mary G.; And Others
Factors Influencing Job Satisfaction and Retention among Faculty Members at Schools of Nursing Offering the Ph.D. Degree.
PUB DATE- 21 Apr 87
NOTE- 46p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; Doctoral Programs; Higher Education; *Interprofessional Relationship; *Job Satisfaction; *Nursing Education; Reputation; *Role Conflict; School Location; Socialization; Staff Role; *Teacher Persistence; Teacher Role
The impact of factors related to professional socialization on job satisfaction and retention among faculty members in research university schools of nursing was studied. The impact of professional communication on clarity of professional role was also assessed. The study sample was drawn from nurse faculty members from schools of nursing which offer the Ph.D. degree. Survey forms seeking demographic and attitudinal information were mailed to 380 persons, of whom 225 responded. The research model included the variables of geographic location, school reputation, calibre of students, salary, and tenure. Multivariate and causal analysis techniques were employed. It was found that those with high communication activity tend to have low ambiguity which in turn results in high job satisfaction. Role ambiguity decreases job satisfaction and intent to remain at the school, and role ambiguity is decreased by external/active professional communication. Role conflict also reduces job satisfaction and retention. Among the variables affecting retention, geographic location of the school had the greatest impact followed closely by role ambiguity and role conflict. Additional findings and their implications are addressed, along with strategies for enhancing job satisfaction of nurse faculty members. A causal model for retention is appended. (SW)

ED 284 526 HE 020 842

Whitman, Neal A.; And Others
Reducing Stress among Students. ERIC Digest.
Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-HE-87-3
PUB DATE- 87
NOTE- 3p.; This digest is a summary of "Increasing Students' Learning: A Faculty Guide to Reducing Stress among Students" (ED 274 264).
CONTRACT- 400-86-0017
AVAILABLE FROM- ERIC Clearinghouse on Higher Education, George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036 (free with stamped, self-addressed envelope).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Descriptive (Program/Project Descriptions) (141) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *College Students; *Feedback; *Helping Relationship; Higher Education; Learning Strategies; Mentors; *Stress Management; *Student Adjustment; *Teacher Role; Teacher Student Relationship
IDENTIFIERS- ERIC Digests

Ways that college faculty can increase students' learning by reducing stress are identified. Consideration is given to: the effects of stress on learning, the value of feedback and control, the importance of the interaction between faculty and students, the value of stress awareness, and what students can do. When given properly, feedback can encourage positive stress that motivates students to action and discourages the negative stress that inhibits action. Specific steps by which teachers can give effective feedback include: helping students know where they stand, providing written comments on students' work, testing often enough, and arranging personal meetings with students. Ways that teachers can improve their relationships with students and enhance students' learning include: providing structure at the onset of a course, encouraging class participation, getting to know students by name, and mobilizing student tutors and study groups. Students can reduce stress by improving their study habits, managing time wisely, learning positive self-talk, learning how to relax, and joining a student support group. A need exists to identify factors that influence the helpfulness of information in reducing stress. (SW)

ED 284 555 IR 052 021

Kittel, Dorothy
Interlibrary Cooperation and Resource Sharing.
Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 85
NOTE- 8p.; In: Annual Report on LSCA Special Activities, FY 1985; see IR 052 014.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; *Communications; Data Analysis; *Federal Aid; Library Administration; *Library Cooperation; Library Expenditures; *Library Networks; Program Descriptions; *Shared Resources and Services; Union Catalogs
IDENTIFIERS- *Library Services and Construction Act
Based on fiscal year 1985 annual reports from 48 states, this report describes interlibrary cooperation and resource-sharing activities supported by Library Services and Construction Act (LSCA), Title III, funds during 1985. A summary of types of activities reported includes the establishment, maintenance, and expansion of communication networks for interlibrary loan and referral services; the establishment and maintenance of computerized holdings lists of serials and monographs using the OCLC online database for bibliographic descriptions; the support of and assistance for libraries that serve as major lenders in the network; the establishment and maintenance of delivery systems to transport library materials; training and continuing education programs for planning and implementing technology-based activities and services; and the provision of library automation consultant services for assistance in planning and designing systems. In addition, excerpts from selected annual reports provide brief descriptions of specific projects in the areas of network management, expanded support of communication networks, delivery systems, support and assistance for libraries that serve as major lenders, continuing education, union catalogs and lists, consultant services, and general network activity. (KM)

ED 284 569 IR 052 035

Thomas, D. L.
Survey on National Standards on Paper and Ink to Be Used by the Administration for Records Creation: A RAMP Study with Guidelines.
United Nations Educational, Scientific and Cultural Organization, Paris (France). General Information Programme.
REPORT NO.- PGI-86/WS/22
PUB DATE- 87
NOTE- 58p.
AVAILABLE FROM- Division of the General Information Programme, Documentation Centre, UNESCO, 7 Place de Fontenoy, 75700 Paris, France (free).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Research/Technical (143)
DESCRIPTORS- *Archives; Developed Nations; Developing Nations; Foreign Countries; *International Cooperation; International Organizations; *Paper (Material); *Standards; Surveys
IDENTIFIERS- *Inks; International Council on Archives; *Records Management

Undertaken as the result of an International Council on Archives (ICA) recommendation to collect, disseminate, and keep updated a corpus of national standards relevant to records and archives management, this report is based on a survey for a proposed RAMP (Records and Archives Management Programme) study on national standards, the British Standards Institution library's collection of standards, and a questionnaire submitted to all national archives or equivalent institutions in ICA member countries. Following a brief introduction, standards for permanent paper are detailed and a listing of standards is provided for non-archival papers, printing papers, writing papers, papers for typewriters and duplicators, and paper for electrostatic copiers. A summary is also provided of standards for inks for writing, inks for use in fountain pens or dip pens, inks for ballpoint pens and marking pens, typewriter ribbons, stamp pad inks, ink for printing, ink for duplicators, and photocopier images. In addition, a directory of standards by country is provided, including addresses from which copies of standards may be obtained. Survey results indicate that, in general, archives and archival institutions are not major producers of standards. An 11-item bibliography and a listing of 55 RAMP publications and related documents are also provided. (RM)

ED 284 584 IR 052 051

LaCroix, Michael J.
MINITEX and ILLINET: Two Library Networks. Occasional Papers Number 178.
Illinois Univ., Urbana. Graduate School of Library and Information Science.
PUB DATE- May 87
NOTE- 42p.
AVAILABLE FROM- Graduate School of Library and Information Science, Publications Office, 249 Armory Building, 505 E. Armory Street, Champaign, IL 61820 ($3.50 per issue, prepaid).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Financial Support; Interlibrary Loans; Library Cooperation; *Library Networks; Online Catalogs; *Program Administration; Program Costs; Program Descriptions; Reference Services; Serials; *Shared Library Resources; *State Programs; Union Catalogs
IDENTIFIERS- Document Delivery; *Illinois Library and Information Network; *Minnesota Interlibrary Telecommunications Exchange; Minnesota Union List of Serials; OCLC
This paper discusses the current operations and future activities of the Minnesota Interlibrary Telecommunications Exchange (MINITEX) and the Illinois Library and Information Network (ILLINET), two state networks established in the 1960s with the common goal of cooperation to provide library resources to their citizens, but with independent approaches relative to the environments in which each was developed. A discussion of MINITEX includes the network's history; program administration; programs, including document delivery, MULS (Minnesota Union List of Serials), OCLC (Online Computer Library Center), reference and information services, and serials exchange; sources of funding and program costs; and observations. Following an introduction to ILLINET, discussions include the network's history; governance; programs, including document delivery, OCLC and bibliographic access, reference and information services, cooperative collection development, and continuing education; sources of funding; and observations. Finally, comments and comparisons summarize similarities and differences between the networks. The text is supplemented with four tables and five figures, and appendices include: (1) a listing of the MINITEX advisory committee; (2) MINITEX roles and responsibilities; (3) a map depicting ILLINET and OCLC institutions; (4) a listing of the Illinois State Library advisory committee; and (5) a map showing the Illinois library systems. Also included are 62 primary references and 20 additional references. (KM)

ED 284 597 JC 870 272

McIntosh, Billie Jane; And Others
Native American Academic, Financial, Social, Psychological and Demographic Implications for Education: A Challenge to Community College Administrators, Faculty and Support Service Personnel.
Mesa Community Coll., AZ. Office of Research and Development.
PUB DATE- Apr 87
NOTE- 47p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *American Indian Education; *American Indians; Ancillary School Services; *College Role; Community Colleges; *Student Attitudes; *Student Characteristics; Student Needs; Two Year Colleges; *Two Year College Students; Values
In spring 1985, a survey of Native American students attending Mesa Community College (MCC) was conducted to determine whether Native American students were significantly different from the general MCC population; the age, special interests, majors, degree objectives, socioeconomic status, and career plans of these students; tribal representation within the MCC population; and the representation of "traditionalist" and "contemporary" viewpoints. Study findings, based on responses from 69 students, included the following: (1) 94.2% of the students expressed concern about financing their education, with about half working either full- or part-time; (2) Navajos were in the majority (53%), followed by Apaches (11.6%) and Pima (7%); (3) 79% felt pressures to succeed in college, and 98% wanted to earn A's and B's; (4) 85.5% were from bilingual homes and communities, though the majority (72.5%) preferred to speak English; and (5) 78.2% were from reservations or border towns, and 85% indicated that they would not be living in their family home while attending college. Values, frequencies, and percentages are provided for 136 survey items. (EJV)

ED 284 699 RC 016 309

Perotti, Antonio, Comp.
Teaching Children of Migrant Workers Their Mother Tongue. The CDCC's Project No. 7: "The Education and Cultural Development of Migrants."
Council for Cultural Cooperation, Strasbourg (France).
PUB DATE- 9 Feb 87
NOTE- 24p.; Selected reports from a course organized in Colombella-Perugia, Italy, December 3-7, 1984, by the Italian University for Foreigners and the Italian Ministry of Education.
GRANT- DECS/EGT (86)77
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Bilingual Education; Cooperative Education; *Educational Cooperation; Foreign Countries; *Migrant Education; Migrant Workers; *Multicultural Education; *Native Language Instruction; Teaching Methods
IDENTIFIERS- *Council of Europe (France); *Europe

A seminar held in Italy was in line with the Council of Europe's project activities for dealing with educational problems caused by the rapid transformation in social groupings, in the wake of increasing labor-market mobility and migratory phenomena. Four themes were discussed: (1) official strategies set up in certain European countries with large immigrant populations, (2) redefinition of educational values in learning the mother tongue, in relation to cultural affinities and personality development, (3) strategies for collaboration between host country institutions and teachers of the mother tongue to achieve shared curricula, and (4) preparation of operational teaching methods on intercultural themes. The two working groups covered: collaboration among teachers, methods of teaching the mother tongue in the emigration situation, basic preparation of teachers, and the relationship between the cultures concerned and teachers. This report reproduces two of the four lectures and the working groups' conclusions. A program schedule and list of participants is included. (JMM)

ED 284 342 EA 019 549

Elhanini, Aba
Educators, Architects and the Tower of Babel.
PUB DATE- Nov 86
NOTE- 13p.; Paper presented at the Edusystems 2000 International Congress on Educational Facilities, Values, and Contents (Jerusalem, Israel, November 16-21, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Architectural Education; *Architecture; *Building Design; Cooperation; Creativity; Curriculum Enrichment; Elementary Secondary Education; Foreign Countries; *General Education; *Interdisciplinary Approach; *School Buildings; *Structural Elements (Construction); Teaching (Occupation)

IDENTIFIERS- Israel
Architects need to understand sociology, psychology, philosophy, education, and many other fields in order to plan professional buildings. To illustrate this point, a distinction is drawn between teaching (imparting factual knowledge) and educating (imparting general understanding or basic appreciation of the subjects studied and applying this understanding to life). After evoking the "Tower of Babel" image, this paper contrasts the social harmony of the medieval era, when cathedrals were built by entire cities and numerous artisans, with today's skyscrapers built with great wealth but devoid of meaning. Human civilization may be viewed as a continuous attempt to restore communication faculties lost in the Tower of Babel. Today's overspecialization and overdifferentiation produces graduates who know something without understanding anything else. Schooling's primary purpose should be to impart such understanding, leaving particular knowledge to higher education. Architects should build schools for the students--even though most say their school's physical structure makes little difference. Architecture is presented as an exceptional, interdisciplinary profession whose essence deserves attention in school curricula. Using games with building blocks and other aids, children should learn about structural elements such as walls, windows, and doors and express their natural creative and constructive inclinations. Clearly, closer cooperation between architecture and education is needed. (MLH)

ED 284 368 EA 019 593

NAIS Member School Operations, 1985-86; NAIS Membership, 1986-87. NAIS Statistics, Spring 1987.
National Association of Independent Schools, Boston, Mass.
PUB DATE- 87
NOTE- 33p.
AVAILABLE FROM- Order Department, National Association of Independent Schools, 18 Tremont Street, Boston, MA 02108 ($7.50 members--20% discount on 5 or more copies; $50.00 nonmembers).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- Boarding Schools; Coeducation; Day Schools; *Educational Finance; Elementary Secondary Education; *Enrollment; Ethnic Distribution; Expenditure per Student; *Expenditures; Private School Aid; *Private Schools; Racial Distribution; Regional Characteristics; *School Demography; School Personnel; *School Support; School Surveys; Single Sex Schools; Teacher Student Ratio

This report is compiled from information provided by National Association of Independent Schools (NAIS) member schools in a 1986 survey of student and staff counts and financial operations. The first section summarizes survey results from 1982-83 to 1986-87 on enrollment and number of member schools, financial aid, and financial operations data in average dollars per student. Of the country's approximately 110,000 elementary and secondary schools, it is estimated that about 1,700 are independent schools; half are NAIS members surveyed in this report. Detailed data on member schools' enrollments are presented in section 2, including day and boarding enrollments by region, 1985-86 and 1986-87, grade enrollments, 1985-86 and 1986-87, number of schools by school type, grade level category, and student type, 1982-83 to 1986-87, and enrollment by school type, grade level, student type and day/boarding category, 1982-83 to 1986-87. The personnel count and median student-teacher ratios for 1986-87 are reported in section 3. Section 4 details enrollments and percentages of minority students and staff, including percentages of minority student enrollment by racial/ethnic group, minority students in Hawaiian and territorial schools in 1986-87, and minority teachers by racial/ethnic group and by school type. Financial aid data for 1985-86 are presented in section 5 in terms of school type, income sources, and aid to faculty, staff children, and minority children. The final section provides information on financial operations in 1985-86 for girls' schools, boys' schools, and coeducational schools. The report offers 25 tables of data, a glossary, and technical notes on survey sources and methods. (CJH)

ED 284 396 EC 200 214

Kerlin, Sandra L.; And Others
An Employment Initiative to Hire Workers with Moderate/Severe Mental Retardation.
PUB DATE- May 86
NOTE- 7p.; Paper presented at the Annual Meeting of the American Association on Mental Deficiency (Denver, CO, May 25-28, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adults; *Employment Opportunities; *Moderate Mental Retardation; *On the Job Training; *Severe Mental Retardation; Sheltered Workshops; *Vocational Rehabilitation
IDENTIFIERS- Ohio (Cincinnati); *Supported Work Programs
This project attempted to develop competitive employment opportunities for people with mental retardation with Greater Cincinnati (Ohio) businesses and industries. The Employment Initiatives Project was designed for persons with mental retardation, functioning in the moderate to severe range, who are located in either an adult work activity or sheltered workshop day program. After identifying working models, employers were contacted and asked to hire an individual for a competitive wage once he/she had demonstrated ability to perform successfully on the job (intensive on-site training was gradually phased out with the goal being full competitive employment). Among other models used were small work teams who performed a contracted service for an industry or a business which became the primary investor in a sheltered workshop. Identification of likely businesses was followed by development of an informational packet (initial contact), and an initial meeting with the business representatives. Key features of the program were the assurance that a qualified competent worker would be trained on the job, and that follow-up services would be available at no cost to the employer. (DB)

ED 284 456 HE 019 876

Horizons: A Guide to Postsecondary Education in Ontario, 1987/88.
Ontario Ministry of Colleges and Universities, Toronto.
PUB DATE- 87
NOTE- 187p.; Charts on college programs may not reproduce well due to small print size of original copy. For the 1983-84 guide, see ED 223 124.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Admission Criteria; Agricultural Education; Allied Health Occupations Education; Apprenticeships; Business Education; *College Bound Students; *College Programs; *Continuing Education; Degrees (Academic); Educational Certificates; Foreign Countries; Nontraditional Education; *Postsecondary Education; Student Costs; *Student Financial Aid; Technical Education; Trade and Industrial Education
IDENTIFIERS- Canada; *Ontario

A guide for high school graduates provides information on postsecondary programs in Ontario, Canada, as well as student costs and financial aid. Programs offered by universities and colleges of applied arts and technology are briefly summarized, along with other educational options. Most programs offered at colleges of applied arts and technology are described in institutional listings in four categories: applied arts or arts and science--general and applied, business, health sciences, and technology. The listing also includes descriptions of college preparatory programs for academic upgrading, alternative programs, continuing education, and special programs. These include colleges of agricultural technology, hospital and business schools, and correspondence study. Requirements for general admission and for specific programs are listed, along with charts that indicate for each school: apprenticeship programs, diploma programs by field, certificate programs, and degree programs. The charts also specify the language of instruction (French or bilingual) and the level of instruction. An index listing each program is cross-referenced to the charts. The institutional profiles also include information on: full- and part-time enrollment and campus locations. (SW)

ED 284 470 HE 020 524

Smith, James E.; Hall, Kevin B.
High School and Beyond. Financial Aid Supplement (Senior Cohort). Data File User's Manual. Contractor Report.
National Opinion Research Center, Chicago, Ill.; Westat, Inc., Rockville, MD.
SPONS. AGENCY- Center for Education Statistics (OERI/ED), Washington, DC.
REPORT NO.- CS-87-368
PUB DATE- Apr 87
NOTE- 242p.

CONTRACT- OE-300-82-0273
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reference Materials - Directories/Catalogs (132) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Students; *Databases; Educational Background; Employment Experience; Family Characteristics; *Grants; Longitudinal Studies; *Management Information Systems; Postsecondary Education; Student Characteristics; *Student Financial Aid; *Student Loan Programs
IDENTIFIERS- Guaranteed Student Loan Program; *High School and Beyond (NCES); Pell Grant Program

Supplementary data on college student financial aid recipients for academic years 1980-1981 through 1983-1984 are presented for a sample of the Senior Cohort of the High School and Beyond Study (HS&B). By 1984 the HS&B senior cohort had been out of high school for 4 years. Background information on the Center for Education Statistics Longitudinal Studies Program and the HS&B Study is included. This Financial Aid Supplement contains six data files: data on 11,995 students in the HS&B Senior Cohort follow-up sample; data from the students' postsecondary schools; data from the Guaranteed Student Loan (GSL) program records for 1981-1984; data from Pell Grant disbursements files for 1980-1984; GSL guarantee agency disbursement data for 1980-1984; and data from the HS&B Postsecondary Education Events file. Each file is provided in two formats: (1) a raw data file in EBCDIC character form with fixed length records; and (2) a Statistical Analysis System data set, which contains all the data found in the corresponding raw data file. In addition to numerous financial aid variables, the files cover selected student and family characteristics, high school and educational background information, and employment status variables. (SW)

ED 284 484 HE 020 561

Parker, Robert
Access to Excellence. The Oklahoma Network of Continuing Higher Education: An Essential Component of the Oklahoma State System of Higher Education.
Oklahoma State Regents for Higher Education, Oklahoma City.
PUB DATE- 86

NOTE- 11p.; Printed on yellow paper.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Advising; *Access to Education; *Adult Students; *Continuing Education; *Cooperative Programs; Coordination; Educational Quality; Educational Television; *Higher Education; Institutional Cooperation; Leadership Training; Philanthropic Foundations; Private Financial Support; Research Projects; Staff Development; *State Programs; Telecommunications
IDENTIFIERS- *Oklahoma

The Oklahoma Network of Continuing Higher Education project is described. A large Kellogg Foundation grant of $5 million will be used for the following seven modules with time frames from 3 to 5 years: leadership development, academic program identification and development, profession development, educational guidance and counseling for adults, telecommunications enhancement, coordination with public libraries, and interprofessional collaboration for health care delivery. Leadership development seminars will also be supported by grants from the two Oklahoma foundations: Noble Foundation of Ardmore and the Sarkeys Foundation of Norman. A facet of the network project includes an inventory of adult learner needs and of existing academic continuing higher education programs and establishment of 17 continuing higher education demonstration programs. Research and graduate education in the field of continuing higher education and computer-assisted guidance and counseling services for adults are components of the project. Four state telecommunications systems will be interconnected to provide college courses, seminars, and meetings statewide. Linking the seven modules to State System goals is also addressed. (SW)

ED 284 513 HE 020 643

Gappa, Judith M.
Part-time Faculty: Higher Education at a Crossroads. ERIC Digest 84-4.
Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 84
NOTE- 3p.; This digest is a summary of ED 251 058.
CONTRACT- 400-82-0011
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Administration; *College Faculty; *Employment Practices; Higher Education; *Part Time Faculty; *Personnel Policy; Teacher Characteristics; Trend Analysis
IDENTIFIERS- ERIC Digests

The current use of part-time faculty and issues regarding this practice are addressed. Ways that part-time faculty affect the quality of academic programs are discussed, including the frequent characterization of them as "second-class citizens." Policies and practices are shaped by the diverse characteristics of part-timers, institutional needs and traditions, the labor market, and legal and collective bargaining constraints. However, the idea that employment of part-time faculty is a casual departmental affair rather than a planned institutional effort is obsolete. Institutional policies and practices should take into account the differences among part-timers in their qualifications, functions performed, and contributions to the school's educational objectives. (LB)

ED 284 542 IR 012 886

McLaughlin, Pamela
Computer-Based Education: The Best of ERIC, 1983-1985.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ISBN-0-937597-10-4
PUB DATE- 86
NOTE- 102p.; For the 1976-1982 edition, see ED 232 615.

CONTRACT- 400-85-0001
AVAILABLE FROM- Information Resources Publications, Syracuse University, 030 Huntington Hall, Syracuse, NY 13244-2340 (IR-69, $10.00 plus shipping and handling).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Computer Assisted Instruction; *Computer Managed Instruction; *Computers; Computer Simulation; *Computer Software; Correctional Education; Disabilities; Distance Education; Elementary Secondary Education; Futures (of Society); Inservice Teacher Education; Interactive Video; Material Development; Media Research; *Microcomputers; Technological Advancement
IDENTIFIERS- Courseware Evaluation

The fifth in a series of selected ERIC bibliographies on computer-based education begun in 1973, Computer-Based Education: The Best of ERIC, 1983-1985 provides citations and abstracts for over 250 documents selected from the more than 500 that were entered in the ERIC files over the three-year period. The emphasis in selection was on documents that focus broadly on the topic of computer-based education and provide information to aid in the decision-making process. Because of the size of the database, documents pertaining specifically to computer-based education in universities and colleges have not been included. Materials appearing in this bibliography are presented under four broad headings: (1) Computer-Assisted Instruction, which includes overview documents, conference proceedings, and papers on developing computer-based instruction; (2) Special Applications, including computer literacy, evaluation, guidance, management/planning, research, and study skills; (3) Subject Applications, which cover agriculture, basic skills, bilingual education and English as a second language, business education, fine arts, foreign languages, language arts, mathematics, reading, science, social studies, and vocational education; and (4) Special Populations, i.e., adult or distance education, handicapped learners, and incarcerated learners. An author index is provided as well as information for ordering ERIC documents. (BBM)

ED 284 611 JC 870 338

Lorenzi, Paul
Cultural Programs for the Community.
Princeton Univ., NJ. Mid-Career Fellowship Program.
PUB DATE- May 87

NOTE- 25p.; One of a series of "Essays by Fellows" on "Policy Issues at the Community College."
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cable Television; Community Colleges; *Community Services; *Cultural Activities; *Cultural Enrichment; Dance; Facilities; Program Descriptions; Radio; School Community Relationship; Telecommunications; *Theater Arts; *Theaters; Two Year Colleges

Descriptions are provided of projects undertaken at three county colleges in New Jersey to improve the cultural enrichment opportunities of the surrounding communities. First, introductory material discusses the pluralistic components (i.e., federal, state, and local governments; philanthropic foundations; private patrons; business; and the market place) that influence public policy on the arts in the United States. Next, background information and a brief description are provided for: (1) Somerset County College's (SCC's) performing arts center complex, which includes a 30,000 square foot auditorium, a small experimental theatre, and a library; (2) Mercer County Community College's (MCCC's) public FM radio station, cable television network, and "receive-only" satellite terminal; and (3) Essex County College's (ECC's) multi-purpose Physical Education Building, which contains a dance studio and classroom, and will house the Mary Burch Auditorium. Next, the paper considers the marketing and audience development strategies used by these institutions, including samples of the promotional materials used by the schools. The paper then explains the links between the cultural programming and the college curricula, highlighting MCC's associate of arts (AA) degree in telecommunications and SCC's AA degree in fine and performing arts. Discussions of plans for the Mary Burch Auditorium and of the benefits of such programs conclude the paper. (AYC)

ED 284 654 PS 016 661

Trepanier-Street, Mary L.; Kropp, Jerri Jaudon
Children's Recall and Recognition of Sex Role Stereotyped and Discrepant Information.
PUB DATE- Apr 87
NOTE- 30p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; *Elementary School Students; *Kindergarten Children; Primary Education; *Recall (Psychology); Recognition (Psychology); Schemata (Cognition); *Sex Role; *Sex Stereotypes
Two studies were conducted to investigate the influence of differing levels of sex role stereotyped and discrepant information on the immediate and delayed memory of young children. Specifically, kindergarten and 2nd-grade children's recall and recognition of stereotyped, moderately discrepant, and highly discrepant pictures were compared. In Study 1, 60 subjects divided equally by sex and grade sorted 34 color photographs of toys and play activities so that the stereotype level of each item could be determined. Three levels of stereotyping were evident: stereotyped, moderately stereotyped, and neutral. Twelve toys were selected as the basis of memory stimuli for Study 2. Involving 140 students in kindergarten and 2nd grade, Study 2 assessed subjects' immediate and delayed recall and recognition of 12 color photographs of a girl or boy pictured in a stereotypic, moderately discrepant, or highly discrepant play activity. Results suggested significantly better recall of highly discrepant pictures than of stereotyped or moderately discrepant pictures. In addition, immediate recall was better than recall after a delay of 1 week. The ability of 2nd-grade students to recall the pictures was better than that of kindergarten children. Findings on the recognition tasks were similar to those on the recall task. It is concluded that the schematic processing model may explain some of the findings. (Author/RH)

ED 284 625 JC 870 355

Pankratz, David; Friedenberg, Joan
Project BEST Final Report.
Oakton Community Coll., Des Plaines, IL.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Sep 87
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Air Conditioning; *Bilingual Education Programs; Community Colleges; *Employment Programs; Heating; Job Placement; Job Search Methods; *Job Training; Limited English Speaking; Student Personnel Services; Two Year Colleges; *Vocational Education; *Vocational English (Second Language)
Project BEST (Building Energy Systems Technology), a bilingual vocational training program, operated at Oakton Community College between March 1986 and September 1987. The purpose of the project was to provide 60 limited English proficient (LEP) Hispanic and Polish adults with sufficient vocational skills, English language skills, and appropriate support services to enter the heating and air conditioning service field. Adults who qualified for the 15-week, tuition-free program received hands-on instruction in the vocational area, bilingual tutoring, instruction in Vocational English as a Second Language (VESL), instruction in job-seeking and job-retaining skills, job placement assistance, and both personal and career counseling. In the course of 18 months, Project BEST delivered three 15-week training cycles. Of 250 potential students recruited, 61 were selected for training, 55 actually started training, and 42 trainees completed the program, and as of July 6, 1987, 64% of completers had been placed in heating and air conditioning or closely related jobs. This report on Project BEST includes a final performance report, which describes the project and its purpose, the training offered, immediate program outcomes, critical factors affecting outcomes, and long-term program outcomes; and an external evaluator's report on the project, which offers context, input, process, and product evaluations and recommendations for improvement. (EJV)

ED 284 670 PS 016 719

Husmann, Ann
A Project to Help Child Development Students Recognize Piagetian Developmental Stages.
PUB DATE- May 85
NOTE- 78p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Dissertations/Theses - Practicum Papers (043)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Child Development; *Developmental Stages; Early Childhood Education; Higher Education; Instructional Materials; *Piagetian Theory; *Teacher Education Curriculum; Teaching Guides; Young Children
IDENTIFIERS- *Concrete Operations; *Preoperational Thought
This practicum report was designed to help child development students differentiate between the preoperational and concrete operational stages of the Piagetian cognitive hierarchy. The 36 on-campus and 63 instructional television students used a Piagetian Game booklet, which is included in the appendix. Using this booklet, students were able to compare their observations and their subjects' responses to a checklist of characteristics typical of preoperational and concrete operational thought. Students used the booklet successfully and were generally enthusiastic about the practicum. A 35-item reference list and five appendices are included. (PCB)

ED 284 356 EA 019 566

McMurray, Alan R.; Bentley, Ernest L., Jr.
Situational Leadership: Conscious Criteria Applied in Educational Leaders' Decisions.
PUB DATE- Apr 87
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; Age Differences; Decision Making; Educational Administration; Elementary Secondary Education; Employment Experience; Employment Practices; *Instructional Leadership; Interviews; *Leadership Qualities; Leadership Styles; Predictive Validity; Research Needs; Sex Differences; *Supervisory Methods; Teacher Administrator Relationship; *Theory Practice Relationship
IDENTIFIERS- *Hersey Blanchard Situational Leadership Model; *Situational Leadership; Tennessee (East)
To test a situational leadership model, this study sought to determine (1) whether, among a population of educational administrators in East Tennessee, individuals possessing high flexibility/high effectiveness leadership characteristics can be identified and (2) whether those leaders consciously apply Hersey and Blanchard's concept of maturity criteria in selecting subordinates for task assignment. Data gathered from 66 school-level administrators on central office supervisors measured levels of effectiveness and flexibility regarding situational decisions. Interviews with high scoring respondents ascertained application of the criteria. Analysis reveals these major findings: (1) individuals scoring high in effectiveness and flexibility categories can be identified; (2) older men were proportionately better represented than younger men in these categories but data for women did not show this trend; (3) while years of administrative experience compared to classroom experience of male respondents were nearly equal, women's classroom experience was more than twice that of administrative experience; (4) the major Hersey-Blanchard criteria of subordinates' goal-setting abilities were not identified as being a consideration for choosing a subordinate for specific tasks; and (5) dependability and personal chemistry were frequently used new criteria. A more representative sample is needed to confirm conclusions. Investigation should verify leaders' use of criteria and clarify the relative proportion of high flexibility/effectiveness males and females. Fifteen tables provide data results. (CJH)

ED 284 382 EC 192 799

Hoelscher, Pat, Comp.; And Others
Young Children with Advanced Abilities: Information for Parents and Teachers.
Missouri State Dept. of Elementary and Secondary Education, Jefferson City.
PUB DATE- 85
NOTE- 44p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Check Lists; *Child Rearing; *Educational Needs; *Gifted; Preschool Education; *Talent Identification; Young Children

The booklet contains a collection of separate short guidelines, checklists, and recommendations for parents and teachers of young gifted children and is divided into sections on characteristics/identification, parenting, and maximizing the child's potential. Titles of components include the following: "Characteristics of Advanced Abilities in Young Children," "Preschool Gifted Behavioral Check List," "Test Method of Identification," "Role as Parent--Suggestions for Parenting Children with Advanced Abilities," "Child Management," "Observational Guidelines for Preschool Programs," "Extending a Child's Thinking," and "Products for the Cognitive Levels." A bibliography of 28 references and a one page list of periodicals for adult and student reference completes the booklet. (DB)

ED 284 556 IR 052 022

Batt, Fred
Academic Library Reference Services.
PUB DATE- 86
NOTE- 115p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Libraries; Higher Education; Library Administration; Library Automation; *Library Instruction; Library Personnel; Library Planning; *Library Services; *Online Searching; Program Evaluation; *Reference Services; User Needs (Information)
This examination of the philosophy and objectives of academic library reference services provides an overview of the major reference approaches to fulfilling the following primary objectives of reference services: (1) providing accurate answers to patrons' questions and/or helping patrons find sources to pursue their research needs; (2) building and maintaining a collection to accomplish the preceding objective; and (3) teaching effective research strategies and effective use of the library's collection. The philosophy and objectives of academic reference services are discussed; the user community is described; and approaches are considered for the organization and staffing of the reference department, teaching of library use, online access to information, communications and relations with other library departments, and evaluation and planning. Finally, a discussion of current themes and future trends considers problems of staffing and service effectiveness, the effects of microcomputers, the relationship between libraries and computer centers, the impact of compact disc technology, the concept of a "one-stop shopping center" for information, and the idea of librarians as database managers and/or information specialists. It is concluded that this is an explosive, expensive, and exciting time for reference services, with many difficult choices to be made. An extensive list of references is provided. (KM)

ED 284 570 IR 052 036

Gorman, Kathleen L.
Use of the University of Minnesota's Walter Library: A Survey of Student Users.
Minnesota Univ., Minneapolis. Univ. Libraries.
PUB DATE- May 83
NOTE- 83p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; *College Students; *Demography; Higher Education; Library Facilities; Library Materials; Library Services; Longitudinal Studies; Multiple Regression Analysis; Predictor Variables; Questionnaires; *Student Characteristics; Surveys; *Users (Information); *Use Studies
IDENTIFIERS- *University of Minnesota

Primarily intended to generate a demographic profile of the typical student user of Minnesota University's Walter Library, this follow-up to a 1983 study was also designed to ascertain which areas, materials, and services are used most frequently by students, what activities occupy students during their visits to the library, and why students choose Walter Library instead of another library. The study also tested whether or not significant correlations exist between the students' demographic characteristics and the use/nonuse of library areas, materials, and services. Data were collected by means of self-administered questionnaires completed by 646 students out of a systematically selected sample of 922 students exiting the library during one day of normal hours of library operation. Although a demographic profile was developed from descriptive study data, analysis of independent and dependent variables indicated that relationships among variables were statistically weak and therefore of limited predictive usefulness. It is suggested that a future survey include both users and nonusers as well as incorporating evaluation variables. Appendices include the survey questionnaire, a listing of descriptive statistics, a graph depicting the frequency distribution of the time at which respondents exited the library, and 30 tables of multiple regression analysis of demographic variables. A 15-item bibliography is also included. (KM)

ED 284 598 JC 870 308

Hinds, Diane; Sprague, Caroline
Citrus Community College District Mentor Program.
PUB DATE- 27 Feb 87
NOTE- 20p.; Paper presented at the Annual Conference of the Association of California Community College Administrators (11th, Irvine, CA, February 25-27, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Career Guidance; Community Colleges; *Females; *Mentors; *Student College Relationship; *Student Development; Two Year Colleges; *Two Year College Students
The Citrus College faculty and staff addressed the problem of lower career aspirations among women by establishing a support group, Citrus Women in Higher Education (CWHE). In addition to group meetings and special programs of interest, the CWHE has developed a mentor program to address the problem of blocked careers faced by women. The goals of the program are met through a one-on-one mentoring/shadowing situation that encourages the student to become involved in a leadership situation with a Citrus College administrator or other personnel. The interaction includes the active involvement of students in campus projects, such as accreditation and workshops; the introduction of students to professionals; joint participation in professional conferences and workshops; and a journal of daily activities and involvement. Full-time students with the requisite grades and ability to make the needed time commitments are encouraged to apply for the program. The student's mentor is selected according to professional expertise, student choice, mentor suggestion, and suggestions of an interview committee. Mentors and mentees develop an individualized program to meet specific needs, and work together 15 hours per week in decision-making, crisis management, and problem-solving situations. Students have shown extraordinary growth over the period of the mentor program. Enrollment information on male and female students is appended. (AYC)

ED 284 639 JC 870 369

The Texas Real Estate Licensee 1984: A Profile. Teachers Instructional Packet, TIP No. 13, Spring 1987.
Texas A and M Univ., College Station. Texas Real Estate Research Center.
PUB DATE- 87
NOTE- 25p.; For other Teachers Instructional Packets in this series, see JC 870 357-372.
AVAILABLE FROM- Texas Real Estate Research Center, Texas A & M University, Blocker Bldg., College Station, TX 77843 ($2.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Certification; Distributive Education; *Individual Characteristics; Instructional Materials; *Occupational Information; Postsecondary Education; *Real Estate Occupations; Sales Occupations; *Sales Workers; State Surveys; Teaching Guides
IDENTIFIERS- *Texas

Part of a series of classroom aids designed for real estate instructors, this instructional packet was developed to help real estate students understand the characteristics of Texas real estate licensees based on a 1984 state survey which focused on the demographic, educational, business, career, income, and job specialization characteristics of a sample of Texas licensees. First, introductory information explains that the survey was mailed to 6,500 randomly selected licensees (4.5% of the 144,068 total licensees as of February 1984), and that usable responses were collected from 2,367 individuals. Next, survey findings are presented in the areas of: (1) demographic characteristics; (2) highest level of education completed; (3) time and income budgeting; (4) characteristics of the respondents' businesses (e.g., sales activity, ownership in the firm, number of salespersons employed); (5) career characteristics of the respondents; (6) aspirations and expectations; and (7) investment/income characteristics. A handout on investment and income characteristics, a series of overhead masters keyed to the text, and an evaluation form conclude the packet. (EJV)

ED 284 685 PS 016 769

Rudolph, Carol; And Others
Training Manual for Local Head Start Staff. Part IV.
Maryland Univ., College Park. Head Start Regional Resource and Training Center.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, D.C.
PUB DATE- 84
NOTE- 230p.; For other manuals in this series, see PS 016 766-771.
CONTRACT- DHHS-130-83-0004
AVAILABLE FROM- Head Start Resource and Training Center, University of Maryland, University College, University Blvd. at Adelphi Rd., College Park, MD 20742 ($40.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Child Development; Communication Skills; Creativity; Disabilities; Early Childhood Education; Family (Sociological Unit); Individualized Education Programs; *Inservice Teacher Education; Language Acquisition; *Parent Participation; Postsecondary Education; Skill Development; *Social Services; *Staff Development; *Teacher Workshops
IDENTIFIERS- *Project Head Start; Special Needs Children
This manual is the fourth in a set of training manuals for Head Start staff. It contains descriptions of workshop modules on the topics of (1) language development in children, (2) creativity in children, (3) the Individualized Education Program (IEP), (4) building self-esteem in families, (5) family development, (6) effective communication, and (7) skill development within the policy group. Each workshop description contains an overview of the subject, learner, outcomes, and procedures for presenting the workshop. Handouts, bibliographies, and other materials needed to conduct the workshops are also included. (PCB)

ED 284 700 RC 016 314

Williams, Richard L.; Cross, William K.
Early Field Experience: A Recipe for Rural Teacher Retention.
PUB DATE- Oct 85
NOTE- 12p.; Paper presented at the Annual National Rural and Small Schools Conference (Bellingham, WA, October 9-12, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Pacers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; *Field Experience Programs; Foreign Countries; *Labor Turnover; Program Descriptions; Program Development; *Rural Education; *Rural Environment; Rural Schools; *Student Teaching; Teacher Background; Teacher Persistence; Teacher Shortage; *Teaching Conditions
IDENTIFIERS- British Columbia; Canada

The retention rate for rural teachers has historically been low, often with loss of two or more teachers per school year in some areas. Recently, a surplus of teachers has relieved this problem, but a predicted shortage will aggravate the situation. A survey of rural teachers was conducted in 1980 in British Columbia to try to find a reason for poor retention. The results of this and other studies were used to develop a training program for rural teachers at a rural campus in British Columbia. Students were required to live within the rural community while gathering data for the early field experience (EFE) course, which were then used to familiarize them with the issues and expectations faced by teachers employed in a rural community, including demographics, power structure dynamics, resources, and sociological factors. Experience of the program's graduates indicates a high level of success in both obtaining employment and realizing job satisfaction. Due to fiscal cutbacks, the program is no longer operating in British Columbia, though there is hope that it may be reconsidered for future funding. Through the description of the research and the EFE program, it is hoped others may benefit from what has been learned about rural teacher retention and one experiment to reverse the historical trend. (Author/JMM)

ED 284 714 RC 016 390

Yerkes, Rita, Comp.; And Others
Outdoor Education across America: "Weaving the Web." Selected Papers, Activities, and Resources from the 1987 National Outdoor Education Conference (Cortland, New York, October 9-12, 1987).
Aurora Univ., IL.; ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.; New York State Outdoor Education Association, Syracuse.; State Univ. of New York, Cortland. Coll. at Cortland.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 87
NOTE- 97p.
CONTRACT- NIE-400-86-0024
AVAILABLE FROM- ERIC/CRESS, New Mexico State University, Department 3AP, Box 30001, Las Cruces, NM 88003-0001 ($6.00 plus $1.50 for postage).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Adventure Education; Camping; College Students; *Communication Skills; Conservation Education; Crisis Intervention; Educational Philosophy; *Educational Research; Elementary Secondary Education; Environmental Education; Experiential Learning; Games; Language Skills; Leadership; Legal Responsibility; Older Adults; *Outdoor Activities; *Outdoor Education; Photography; Physical Disabilities; *Program Administration; Program Development; Recreational Activities; Summer Programs
IDENTIFIERS- Wilderness Education Programs
Selected through a refereed process from presentations given by speakers at the "1987 Outdoor Education across America: Weaving the Web" Conference, the content represents philosophy, ideas, program activities, and research of outdoor practitioners and leaders across America. The 25 presentations/workshops are summarized under the broad headings of: philosophy and foundations for education in the outdoors (2 papers), program administration and leadership (5), research implications (8), communication techniques for outdoor programs (3), environmental concerns and concepts (1), and selected outdoor education activities (6). Each citation gives the author's name, address, and telephone number; a summary of the workshops or presentation; main ideas presented in the workshop; and references pertaining to the topic presented. Examples of presentations/workshops included in this conference booklet are: American Environmentalism: Our Artistic/Literary Heritage; Outdoor Education Programs for Older Adults; So You Want To Be a Licensed Outdoor Guide?; Research Issues for Wilderness and Adventure Education Programs; Soft Skills and Outdoor Adventure; The Effects of a Two-Week Adventure Program on Group Cohesion in the Physically Handicapped; Spider Web and Other Educational Initiatives and Games; The Beaver: History, Habitat, Lifestyle; Canoe Basics; and Outdoor Photography for the Practicing Photographer. An alphabetical index of presenters is appended. (ERB/JMM)

ED 284 329 EA 019 530

van der Vegt, Rein; Knip, Hans
Implementing Mandated Change: The School as Change Contractor.
PUB DATE- 86
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Case Studies; *Educational Innovation; Elementary Education; Foreign Countries; Interviews; Organizational Climate; Organizational Theories; Program Development; Program Effectiveness; *Program Evaluation; *Program Implementation; Qualitative Research; Research and Development; *Research Methodology; School Funds; School Organization; School Surveys; Statistical Analysis; *Theory Practice Relationship
IDENTIFIERS- *Netherlands

This paper analyzes a research project that maps implementation efforts of comprehensive and mandated change at the primary school level in The Netherlands. In examining this large-scale national reform program, the report deals with schools whose innovation efforts acquired funding from the central education department in return for their local attempt to experiment with change implementation and their own version of school reform. These specially funded schools acquired what is termed "contract status." The report focuses on the effects of contract status on the school's life and program implementation activities. The two research approaches--qualitative and quantitative--both address the same set of research questions. The qualitative section is a multicase study that involved documentation of implementation efforts in four schools. Interviews and observations were derived from theoretical notions on mandated implementation in schools to understand the nature of such processes at the local level. The quantitative section involves a survey of 25 schools, each the subject of structured interviews with the principal and of questionnaires administered to teachers. (Data analysis is in progress.) In reporting on the context of educational reform, focus is on concepts serving as leading themes for empirical study. To integrate concepts from innovation and organizational theory, researchers are currently mapping outcomes of contracted implementation work at the school level. The description of implementation of contracted change should be theoretically relevant for other cultural settings as well. (CJH)

ED 284 397 EC 200 215

Comprehensive Plan for the Office of Vocational Rehabilitation.
New York State Education Dept., Albany. Office of Vocational Rehabilitation.
PUB DATE- Jun 84
NOTE- 53p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adults; *Disabilities; *Planning; Policy Formation; *Program Development; *State Programs; State Standards; *Vocational Rehabilitation
IDENTIFIERS- *New York

The Comprehensive Plan for the Office of Vocational Rehabilitation (OVR) in New York State contains both long-range goals and short-term actions for the next 20 years with a series of specific actions proposed for the current 3-year (1985-87) period. The first chapter provides program background with sections on OVR'S mission, recent trends in vocational rehabilitation, and the current program. The next chapter identifies long range goals and policy directions for the following areas: rehabilitation service entitlement, training for the future, coordination of services, and stimulus for employment. The last chapter provides the action plan with a detailed statement of issues and plan of action. Among the eight issues examined are the state's commitment to the provision of a full range of rehabilitation services through the provision of adequate funds, the role of independent living, and rehabilitation models for addressing changing needs. The action plan is presented in a series of charts organized by the eight issues and their specific goals. For each goal, action descriptions, methods, and expected outcomes for each of three years (1985-1987) are given. A one-page supplement describes the process used in developing this comprehensive plan. (DB)

ED 284 410 EC 200 228

Gardner, James F.; Markowitz, Ricka Keeney
Maryland Family Support Services Consortium. Final Report.
SPONS. AGENCY- Maryland State Planning Council on Developmental Disabilities, Baltimore.
PUB DATE- 86
NOTE- 61p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; Assistive Devices (for Disabled); Community Services; Consortia; *Delivery Systems; Demonstration Programs; *Developmental Disabilities; *Family Programs; *Normalization (Handicapped); Public Policy; Respite Care; Shared Resources and Services; State Programs
IDENTIFIERS- *Maryland
The Maryland Family Support Services Consortium is a 3-year demonstration project which developed unique family support models at five sites serving the needs of families with a developmentally disabled child (ages birth to 21). Caseworkers provided direct intensive services to 224 families over the 3-year period, including counseling, liaison and monitoring, and attendance at educational planning meetings. Data collected for each project site included service recipients, services provided, and their estimated cost. Among 26 types of services offered, the most frequently purchased were medical equipment and supplies, adaptive equipment, transportation, and respite care. Two issues affecting public policy were identified: (1) child care services for the developmentally disabled are either nonexistent or difficult to obtain; and (2) an increase in funding for family support services is necessary if such services are going to become a realistic alternative to residential programs. A fact sheet and four vignettes are appended. (JW)

ED 284 426 FL 016 808

Kitao, Kenji; And Others
An Exploratory Study of Differences Between Politeness Strategies Used in Requests by Americans and Japanese.
PUB DATE- 87
NOTE- 127p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Students; Comparative Analysis; *English; Factor Analysis; Foreign Countries; Higher Education; *Interpersonal Competence; Japanese; *Language Attitudes; *Language Styles; Questioning Techniques; Social Cognition; *Social Values; Uncommonly Taught Languages
IDENTIFIERS- Japan; Japanese People; *Politeness; *Requests

A study sought to determine differences in politeness strategies used in requests by American college students (N=80), Japanese students in the United States (N=34), and Japanese students in Japan (N=103). Subjects rated 61 requests in four different situations (differing in terms of addressee level and interrogative, declarative, and imperative forms) according to their level of politeness and frequency of occurrence in natural situations. In all situations, the size of the request was small and the familiarity was low. Requests varied linguistically in the use of verb forms, models, tenses, moods, and tags. Results indicated that the perceptions of all subjects were generally similar. However, Japanese students in the United States perceived requests as being more polite than did Japanese students in Japan. The politeness ratings of Americans and Japanese students in Japan showed the greatest difference, and Americans and Japanese participants in the United States were the most similar. Detailed analysis of findings is presented and 16 hypotheses are tested in terms of situations and politeness, interrogatives, declaratives, imperatives, tense, requests with modals, positively and negatively worded requests, negative politeness, and frequency of use of requests. (Author/CB)

ED 284 441 FL 016 833

Kamwangamalu, Nkonko M.
Code Mixing and Modernization across Cultures.
PUB DATE- May 86
NOTE- 32p.; Paper presented at the South Asian Languages Analysis Roundtable (8th, Urbana,IL, May 29-31, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Bilingualism; *Code Switching (Language); *Cross Cultural Studies; Developing Nations; English; French; Hindi; Kannada; *Language Attitudes; Language Patterns; Language Usage; *Language Variation; Lingala; Navajo; *Social Behavior; Spanish; Structural Analysis (Linguistics); Swahili; Tamil; Uncommonly Taught Languages; Yoruba
IDENTIFIERS- India; Tanzania; Zaire
A review of recent studies addressed the functional uses of code mixing across cultures. Expressions of code mixing (CM) are not random; in fact, a number of functions of code mixing can easily be delineated, for example, the concept of "modernization." "Modernization" is viewed with respect to how bilingual code mixers perceive themselves, how they would like to be perceived, how they are actually perceived, and why they often resort to code mixing when interacting with other bilinguals with whom they share the same linguistic repertoire of codes. The first section of the paper provides a cross-cultural account for code mixing as a mark of "modernization." Several cases are drawn from studies of code mixing in various bilingual communities which show that code mixing is functionally-oriented. Section II attempts to construct the functional uses of and attitudes toward code mixing. Attitudes toward code mixing have until recently been generally negative. Nonetheless, code mixing has imposed itself as a norm for language use in every bilingual community. Section III briefly discusses the impact of code mixing on the linguistic structure of the languages involved, with particular emphasis on the vernacular. The final section discusses cases of code mixing and language change of Lingala and French in Zaire; Swahili and English in Tanzania; Spanish/Navajo and English in the United States; and Tamil/Hindi and English in India. Code mixing can bring about innovations into the structure of one or the other of the languages code-mixed. (CB)

ED 284 499 HE 020 579

Boyer, Susan P.; Sedlacek, William E.
Noncognitive Predictors of Academic Success for International Students: A Longitudinal Study. Research Report #1-87.
Maryland Univ., College Park. Counseling Center.
PUB DATE- 87
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Academic Persistence; *College Students; *Foreign Students; *Grade Point Average; Higher Education; *Individual Characteristics; Predictor Variables; State Universities; *Student Adjustment
IDENTIFIERS- *University of Maryland College Park
The effectiveness of noncognitive variables in predicting college grades and persistence for international students over 8 semesters was studied at the University of Maryland, College Park. The Noncognitive Questionnaire (NCQ), an instrument designed to assess eight noncognitive variables found to be related to academic success for U.S. minority students, was administered to 248 freshmen international students. The noncognitive dimensions on the NCQ are: self-confidence, realistic self-appraisal, especially regarding academic abilities, community service, knowledge in a field, leadership experiences related to cultural background, preference for long-range goals, understanding racism, and having a strong support person. Different noncognitive variables were significant predictors of college grade point average (GPA) and persistence across the 8 semesters. Self-confidence and availability of a strong support person consistently predicted GPA. Persistence as found to be related to an aggregate of variables, but understanding racism and community service consistently predicted persistence. This finding suggests that GPA is related to individual variables while persistence may require an additional adjustment to environmental variables. (Author/SW)

ED 284 514 HE 020 644

Whitman, Neal A.; And Others
Student Stress: Effects and Solutions. ERIC Digest 85-1.
Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 3p.; This digest is a summary of ED 246 832.
CONTRACT- 400-82-0011
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Students; *Coping; Feedback; *Graduate Students; Higher Education; Law Students; Medical Students; *Stress Management; Stress Variables; *Student Adjustment; Undergraduate Students
IDENTIFIERS- ERIC Digests
Stress is experienced by college students at different educational levels, but colleges can help reduce its destructive forms. There are explanations of why students perform badly under stress, such as "hypervigilance" (i.e., overstudying for an exam) and "premature closure" (i.e., rushing through an exam). Situations that are stressful for undergraduates, and for graduate, law, and medical students and residents are cited. Ways to reduce the negative aspects of stress (distress), include providing students with a feeling of control over their education, giving them information about what to expect, and offering feedback regarding what can be done to improve their own performance. Students who do not feel helpless will adopt their own coping strategies. (LB)

ED 284 527 HE 020 843

Stark, Joan S.; And Others
Professional Education. ERIC Digest.
Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-HE-87-4
PUB DATE- 87
NOTE- 3p.; This digest is a summary of "Responsive Professional Education: Balancing Outcomes and Opportunities" (ED 273 229).
CONTRACT- 400-86-0017
AVAILABLE FROM- ERIC Clearinghouse on Higher Education, George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036 (free with stamped, self-addressed envelope).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Descriptive (Program/Project Descriptions) (141) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Architecture; *Attitudes; Business Administration Education; Competence; *Educational Objectives; Engineering Education; Ethics; Health Occupations; Higher Education; Journalism Education; Knowledge Level; Legal Education (Professions); Library Science; *Outcomes of Education; *Professional Education; *Professional Personnel; *Skill Development; Socialization; Social Work; Teacher Education
IDENTIFIERS- ERIC Digests

Aspects of professional competence and professional socialization that are being emphasized in professional education programs are summarized. Of concern are generic outcomes of professional preparation, outcome-related issues and trends common to professional education in diverse fields, some problems that concern professional educators, and recommendations for future action and study. The generic outcomes include six aspects of professional competence: conceptual competence, technical competence, contextual competence, interpersonal communication competence, integrative competence, and adaptive competence. Five attitudinal outcomes are also addressed: career marketability, professional identity, professional ethics, scholarly concern for improvement of the profession, and motivation for continued learning. The issues and trends concerning these outcomes were drawn primarily from recent articles in educational journals of 12 professional fields: architecture, business administration, dentistry, education, engineering, journalism, law, library science, medicine, nursing, pharmacy, and social work. (SW)

ED 284 585 IR 052 055

Libraries and the Search for Academic Excellence. Proceedings of the Arden House Symposium (New York, New York, March 15-17, 1987).
SPONS. AGENCY- Colorado Univ., Denver.; Columbia Univ., New York, N.Y.
PUB DATE- Mar 87
NOTE- 210p.; For individual papers, see IR 052 056-064.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Libraries; Curriculum Development; Economic Development; *Higher Education; Leadership; Learning; Library Automation; Library Networks; *Library Role; Minority Groups; *Nontraditional Students; Politics of Education; Teacher Education
IDENTIFIERS- Course Integrated Library Instruction; *Excellence in Education; *Information Literacy

In the introductory paper Patricia Senn Breivik provides background information on and an overview of a national symposium. This introduction is followed by the full text of nine papers presented at the symposium: (1) "The Academic Library and Education for Leadership" (Major R. Owens, U.S. House of Representatives); (2) "Academic Libraries and Regional Economic Development" (Joan B. Fiscella, University of Houston, Houston Park, and Joan D. Ringel, Colorado Association of Commerce and Industry); (3) "Academic Libraries and Teacher Education Reform--The Education of the Professional Teacher" (Jo Ann Carr and Kenneth Zeichner); (4) "The Academic Library and the Non-Traditional Student" (Colette A. Wagner and Augusta S. Kappner); (5) "Excellence in Education--Libraries Facilitating Learning for Minority Students" (James A. Hefner and Lelia G. Rhodes, Jackson State University); (6) "It's Academic--The Politics of the Curriculum in American Higher Education" (Irving J. Spitzberg, Jr., Council for Liberal Learning of the Association of American Colleges); (7) "The Jewel in the Temple--University Library Networks as Paradigms for Universities" (Louis Vagianos); (8) "Libraries and Learning" (E. Gordon Gee and Patricia Senn Breivik, University of Colorado); and (9) "Technology and Transformation in Academic Libraries" (Ward Shaw, Colorado Alliance of Research Libraries). (KM)

ED 284 671 PS 016 721

Holden, George W.; And Others
Effectiveness in Parent Training: Characteristics of Parents and Children.
PUB DATE- Aug 86
NOTE- 16p.; Paper presented at the Annual Meeting of the American Psychological Association (Washington, DC, August 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Change; *Behavior Problems; Cooperation; Dropout Characteristics; *Mothers; Parent Background; *Parent Education; Parent Participation; *Program Evaluation; *Social Reinforcement; Socioeconomic Status; Trainers; *Young Children
IDENTIFIERS- *Program Completers
The use of parent training programs to aid parents has long been regarded as a fundamental technique for remediation of child rearing problems. What is open to question is what types of programs best serve what types of individuals. The parent training program (Early Intervention Program) evaluated here is distinguished for two reasons: (1) it emphasizes differential social reinforcement as the training model, and (2) it uses parents who have graduated from the program as trainers. A total of 158 mothers and their children began the program; 95 mother-child dyads completed it. Excluding those who moved away or were referred elsewhere, 68% of the participants completed the program. This rate of completion compares favorably with rates from other programs. The characteristics found to be related to program completion included ethnic group membership, socio-economic and marital status, and maternal education. Other variables such as child age and level of cooperation at intake were associated with the length of the training. The observational data revealed that as a result of involvement in the program, mothers learned to selectively attend to their children's compliant behavior and the children became significantly more cooperative (from 62% cooperative in baseline sessions to 94% cooperative after completion). It is argued that trainers need to identify the optimal characteristics of subjects in order to anticipate and curtail the dropout rate and prevent slow completion of training. (Author/BG)

ED 284 343 EA 019 550

Nottingham, Marv; Dawson, Jack
Factors for Consideration in Supervision and Evaluation.
PUB DATE- 87
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Communication (Thought Transfer); Cooperation; *Educational Improvement; Elementary Secondary Education; Faculty Development; *Instructional Improvement; Leadership; School Effectiveness; *Teacher Evaluation; *Teacher Supervision
IDENTIFIERS- *Clinical Supervision; *Rand Corporation
In most schools, teacher evaluation and supervision are seldom mutually exclusive. This paper synthesizes research findings and capitalizes on experience concerning these sensitive processes.

After discussing three basic purposes for supervision-evaluation (staff development, school improvement, and personnel decisions), the paper carefully defines each process. Clinical supervision involves a four-step cycle (preobservation planning, observation, lesson analysis, and conference with the teacher). While supervision is built on trust and a helping atmosphere, evaluation is judgmental and founded on law or policy statements. A 1984 Rand Corporation study reported five major problems with teacher evaluation processes: (1) principals' incompetence, (2) teachers' resistance or apathy, (3) lack of uniformity and consistency, (4) inadequate training for evaluators, and (5) shortcomings concerning secondary school staff evaluation. The paper next discusses training requirements and two evaluation instruments addressing these problems. Alternative data sources, such as student evaluations and lesson guides, are also discussed. A well-defined, collaboratively developed system should improve teacher-principal communication and awareness of instructional objectives, focus attention on curriculum development, build collegial relationships, and produce more effective schools. Five key requirements for effective teacher supervision-evaluation systems promoted by Rand Corporation are also summarized. (MLH)

ED 284 369 EA 019 594

NAIS Member School Tuition Fees, Teacher Salaries, Administrator and Staff Salaries, 1986-87. NAIS Statistics, Fall 1986.
National Association of Independent Schools, Boston, Mass.
PUB DATE- 86
NOTE- 44p.
AVAILABLE FROM- Order Department, National Association of Independent Schools, 18 Tremont Street, Boston, MA 02108 ($7.50 members--20% discount on 5 or more copies; $50.00 nonmembers).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- *Administrators; Beginning Teachers; Boarding Schools; Coeducation; Day Schools; *Educational Finance; Elementary Secondary Education; Expenditures; Foreign Countries; *Private Schools; Promotion (Occupational); *Salaries; Salary Wage Differentials; *School Personnel; School Surveys; Single Sex Schools; *Tuition
IDENTIFIERS- Canada

This report is compiled from information provided by National Association of Independent Schools member schools in a 1986 survey of school tuitions and staff salaries. Of the 900 schools in the United States and Canada that were surveyed, 853, or 94.8 percent, responded. The report is organized in five sections. Section 1 summarizes survey results from 1985-86 to 1986-87 on median school tuitions; tuition increases from 1977-78 to 1986-87; median teacher salaries, 1985-86 to 1986-87; median administrator and staff salaries and housing benefits, 1986-87; median school head salaries and housing benefits, 1986-87; and median assistant head salaries and housing benefits in 1986-87. Tuition fees in 1986-87 for girls' schools, boys' schools, and coeducational schools by grade, and geographic area are presented in section 2. Section 3 details teacher salaries by school type and area, and salary ranges. Information on administrator and staff salaries in 1986-87 is discussed in section 4, including salaries for school presidents, school heads, business officers, admission officers, deans of students, athletic directors, librarians, and department heads. The final section provides data from Canadian schools for 1986-87 concerning tuition fees and teacher and administrator salaries. The report offers 35 tables of data and a glossary of terms. (CJH)

ED 284 383 EC 192 800

Burnette, Jane
Adapting Instructional Materials for Mainstreamed Students: Issue Brief 1.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Innovation and Development.
PUB DATE- Jun 87
NOTE- 23p.; A product of the ERIC/SEP Special Project on Interagency Information Dissemination.
CONTRACT- 400-84-0010
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Disabilities; Elementary Secondary Education; *Instructional Materials; Mainstreaming; *Material Development; *Media Adaptation; Special Education

The report describes the procedures and products of seven materials adaptation projects sponsored by the Office of Special Education Programs in the U.S. Department of Education and discusses ideas and techniques that can be adopted by school districts in their own materials adaptation efforts. Project requirements prescribed that adaptations should result in materials that could be used independently by students, would be adaptable to a variety of disabilities, would be accompanied by supplements (such as manipulatives and games), would have different entry levels, and would provide for evaluation of student progress. The report is organized according to the eight steps of curriculum adaptation used by the projects to develop their adapted materials: (1) develop a learner characteristics profile; (2) determine teachers' instructional needs; (3) analyze textbook and compare with needs of learners and teachers to determine areas requiring modification; (4) determine specific modifications to be made; (5) develop goals and objectives for the adaptations; (6) implement ongoing formative evaluation; (7) select and train teachers for field testing; and (8) produce prototype, evaluate, and revise to develop final product. Appendixes provide descriptions of the seven funded projects and their products and a bibliography. (DB)

ED 284 457 HE 019 983

Fiala, Joseph; And Others
Higher Education in Kentucky. Final Report of the SCR 30 Study Committee. Program Evaluation. Research Report No. 222.
Kentucky Legislative Research Commission, Frankfort.
PUB DATE- Feb 86
NOTE- 211p.; Some pages are printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrators; Budgeting; Comparative Analysis; Degrees (Academic); *Educational Finance; *Enrollment Trends; *Governance; *Higher Education; Resource Allocation; *Salaries; State Boards of Education; *State Surveys; Student Financial Aid; Teacher Salaries; Teacher Student Ratio; Tuition
IDENTIFIERS- *Kentucky
A report on higher education in Kentucky is presented, with attention to governance, funding, tuition, financial aid, staffing and salary comparisons for administrators and faculty, enrollment, degree production, cooperation, and quality issues. The statutory organization of the Kentucky Council on Higher Education is specified, along with the duties and powers of the Council and the university governing boards. Types of governance structures in higher education nationally and examples of statutory powers and duties in five other states are also considered. Data are provided on: the Council's fiscal year (FY) 1985 and 1986 appropriations by program, appropriations to each of the eight state universities for FY 1962-1984, and appropriations for state health professions education and agricultural programs at 14 southern states. A history of tuition costs in Kentucky and current mandatory fees is provided. The number of students receiving different types of financial aid, the total amount, and the recipients' income levels are indicated. Also covered are enrollment and staffing ratios at enrollment and degree trends, and programs that are duplicated by level. (SW)

ED 284 471 HE 020 525

Kaufman, Phillip
Growth in Higher Education Enrollment: 1978 to 1985. Issue Paper.
Center for Education Statistics (OERI/ED), Washington, DC.
REPORT NO.- CS-87-427
PUB DATE- 87
NOTE- 15p.; Reprint of a revised report from "The Condition of Education," 1986, and published by the Center for Education Statistics.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Students; *Age Groups; *College Attendance; College Students; Enrollment Influences; Enrollment Projections; *Enrollment Trends; Females; *Higher Education; National Surveys; Nontraditional Students; Sex Differences
Factors that have contributed to the increase in college enrollment since 1978 and the possible impact of these factors on future college enrollments were analyzed using data from the Higher Education General Information Survey and the Current Population Survey. During 1978-1984, enrollment increased despite declines in the 18- to 24-year-old population. While the major factor in the enrollment increases since 1978 has been higher enrollment rates for 18- to 24-year-olds, another factor has been increased enrollment by women, particularly those 25 years old and older. Implications for the future include the fact that enrollment rates for women 25 years old and older may decline as more women attend college prior to the age of 25. In addition, the enrollment rate for 18- to 24-year-olds may decline as higher proportions of college-age persons come from groups with traditionally lower college-going rates. Therefore, while enrollments have remained high in the early 1980s, a decline in the late 1980s and the early 1990s may occur. Trends in enrollment are reported by gender, age, age by gender, and race/ethnicity (White, Black, and Hispanic). Information on college enrollment estimation and the reliability of estimates is appended. (SW)

ED 284 485 HE 020 562

Gallin, Alice, Ed.
Universities: Catholic and American, Responsible and Free.
Association of Catholic Colleges and Universities, Washington, D.C.
PUB DATE- 87
NOTE- 66p.
AVAILABLE FROM- Association of Catholic Colleges and Universities, One Dupont Circle, Suite 650, Washington, DC 20036 ($5.00 each, 1-9 copies; $4.50 each, 10 or more copies).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Freedom; Beliefs; *Catholic Schools; *Church Related Colleges; Church Role; *College Role; *Dissent; Educational History; Higher Education; *Institutional Autonomy; Institutional Mission; Values

The role of the theologian in Catholic colleges and universities is among several topics addressed in 11 articles. Some authors describe how they carry out the Catholic mission in higher education, while others focus on the historical background for the attempt by the Congregation for Catholic Education to describe and mandate a universal and "ideal" Catholic university. Issues of academic freedom and institutional autonomy are addressed. In addition to an introduction by the executive director of the Association of Catholic Colleges and Universities, Alice Gallin, titles and authors are as follows: "The Catholic Church and Her Universities: A View from History" (John Tracy Ellis); "Some Aspects of Catholic Higher Education since Vatican II" (Ann Ida Gannon); "How Bishops and Theologians Relate" (James W. Malone); "A Catholic University: Some Clarifications" (Rembert G. Weakland); "Academic Freedom and the Catholic College/University" (A. Gallin); "The Usages of Freedom" (Timothy S. Healy); "The Mission of the College of Saint Benedict: Its Catholic Character" (Colman O'Connell); "Saint Michael's College: Its Catholic Character and Academic Freedom" (Paul J. Reiss); "Dissent in Catholic Universities" (William J. Rewak); "Beyond 'Dissent' and 'Academic Freedom'" (David B. Burrell); and "The Response Catholics Owe to Non-Infallible Teachings" (James L. Heft). (SW)

ED 284 612 JC 870 340

Kazazes, Barbara A.
Academic Advising for Retention Purposes.
Guilford Technical Community Coll., Jamestown, NC.
PUB DATE- 82
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Advising; Academic Persistence; Community Colleges; *Dropout Prevention; Faculty Advisers; *School Holding Power; Technical Institutes; Two Year Colleges

An effective academic advising system can assist in the retention of two-year college students; however, the institution and its faculty must be committed to providing such a system. Establishing a successful advising system would require the following: (1) a clear distinction must be made between academic advising and course scheduling; (2) academic advisers should meet with advisees at least once during the quarter other than registration time; (3) academic advisers should be faculty members who are genuinely interested in advisement; (4) the institution should support the faculty member in this role by ensuring reasonable workloads, conducting in-service training, providing handbooks and other institutional documents, and recognizing the role and contribution of the advisers; (5) academic advisement should be provided in a number of ways since no universal delivery system operates best for all students; (6) academic advisement should serve to develop students' educational and career goals, and thereby reduce attrition; and (7) the system of academic advisement should be evaluated systematically by all participants on a regular basis and identified problems corrected. (EJV)

ED 284 626 JC 870 356

Taylor, William M.

Political Science 202: International Relations. Writing Assignments.
PUB DATE- Aug 87
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Community Colleges; *Content Area Writing; *Critical Reading; Critical Thinking; *International Relations; *Political Science; Teacher Developed Materials; Two Year Colleges; World Affairs; *Writing Exercises; Writing Skills
Five writing assignments, geared to the content of a community college course on international relations, are presented. The first four assignments deal with specific critical reading skills: (1) distinguishing fact from opinion; (2) analyzing the author's point of view; (3) detecting fallacies; and (4) comparing and contrasting articles which take different positions on a single issue. In the fifth assignment, students are asked to use these skills, along with material learned in the course, in a critical analysis and evaluation of a given article. Each assignment is preceded by a lesson in which the specific reading skill is discussed in some detail. By carefully studying the lessons and putting the ideas into practice in the five short papers, the student is expected to leave the course not only knowledgeable about international relations, but also well prepared to critically read and think about issues in the various areas of the social sciences, including world politics. (EJV)

ED 284 655 PS 016 665

Blank, Helen; Wilkins, Amy
State Child Care Fact Book 1986.
Children's Defense Fund, Washington, D.C.
SPONS. AGENCY- Charles H. Revson Foundation, Inc., New York, NY.; Muskiwinni Foundation, New York, NY.
REPORT NO.- ISBN-938008-55-2
PUB DATE- 86
NOTE- 144p.
AVAILABLE FROM- Children's Defense Fund, 122 C Street, NW, Washington, DC 20001 ($5.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Day Care; Early Childhood Education; *Educational Needs; Educational Policy; *Educational Resources; *Educational Trends; Eligibility; Expenditures; *Financial Support; National Surveys; Program Improvement; *State Programs
IDENTIFIERS- *Social Services Block Grant Program
This fact book presents findings of the Children's Defense Fund's fourth annual survey on child care funding and priorities, and consists of five sections which provide an overview of states' child care activities, information about specific policies, and contacts in each state who can provide more detailed information. Section 1 presents recent findings concerning day care funded through the Title XX Social Services Block Grant (SSBG). Section 2 analyzes the need for child care and evaluates recent state efforts to provide day care for children. Section 3 identifies core elements of a strong state child care agenda and reviews ways in which different states have addressed those elements. Section 4 provides a program-by-program and state-by-state summary of child care developments in 1986. A section of appendices provides detailed data about states' day care policies. Included are data on (1) states' total expenditures on child care through Title XX/SSBG for 1981, 1985, and 1986; (2) states' 1986 child care funding adjusted to account for inflation occurring between 1981-1986; (3) children served or slots provided by Title XX/SSBG funds, (4) income eligibility guidelines for child care assistance, (5) state Title XX/SSBG reimbursement rates for center-based and family day care providers, and (6) state-by-state totals of licensed day care centers and family day care homes as of August 1986. Also provided is a list of state officials to contact for information about child care. (RH)

ED 284 686 PS 016 770

Mabon, Darlynn; And Others
Training Manual for Local Head Start Staff. Part V.
Maryland Univ., College Park. Head Start Regional Resource and Training Center.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, D.C.
PUB DATE- 85
NOTE- 251p.; For other manuals in this series, see PS 016 766-771.
GRANT- ACYF-03-CH-0175
AVAILABLE FROM- Head Start Resource and Training Center, University of Maryland, University College, University Blvd. at Adelphi Rd., College Park, MD 20742 ($45.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Classroom Environment; Diseases; Early Childhood Education; Field Trips; *Inservice Teacher Education; Money Management; Motivation; *Parent Participation; Postsecondary Education; *Social Services; *Staff Development; *Teacher Workshops
IDENTIFIERS- *Project Head Start
The fifth manual in this series of Head Start Training manuals contains descriptions of eight workshop modules on (1) designing a learning climate, (2) helping parents become motivated, (3) dealing with reluctance and resistance in adults, (4) planning, conducting, and evaluating study trips, (5) increasing involvement of parents, (6) helping parents make the transition from Head Start to public school, (7) recognizing childhood diseases and caring for sick children, and (8) improving financial management. Most of the descriptions contain an overview of the subject, an agenda, a list of materials needed, and the procedure for presenting the workshops. Handouts and graphs for visual aids are also included. (PCB)

ED 284 411 EC 200 229

Miller, Ronald C.; And Others
Attendance Improvement Dropout Prevention (A.I.D.P.) and Dropout Prevention (D.P.P.) Special Education Program 1985-1986. End of Year Report. OEA Evaluation Report.
New York City Board of Education, Brooklyn. Office of Educational Assessment.
PUB DATE- Jan 87
NOTE- 45p.; Prepared by the Special Education Evaluation Unit. For a summary, see EC 200 230.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Adolescents; Attendance; *Behavior Problems; Delivery Systems; *Dropout Prevention; Grades (Scholastic); *High Risk Students; Intermediate Grades; Junior High Schools; *Potential Dropouts
IDENTIFIERS- *New York (New York)
The report evaluates the 1985-86 Special Education Attendance Improvement/Dropout Prevention and Dropout Prevention (AIDP/DPP) programs as they operated in 45 New York City sites. City tax-levy DPP funds were allocated during the 1985-86 school year to the Division of Special Education to expand existing state-funded AIDP services for at-risk handicapped students at the middle-school level. The program served 2,343 students with an average age of 15 years. Eligible students included those who had more than 15 unexplained or unexcused absences during the previous semester (or 30 during the entire year); those characterized by limited English proficiency, school failure, or over-age; and selected students classified as emotionally handicapped. The service model consisted of six components: facilitating services, attendance outreach, counseling, health services, school linkages to promote smooth transition to high school, and alternative education emphasizing vocational and work-readiness skills. The program was evaluated using data collected from student records, staff surveys, and interviews with administrators. Data indicated that of the students receiving a full year of service, 34% improved their attendance, while approximately 40% showed an improvement in the proportion of subjects passed in 1985-86 when compared to their 1984-85 grades. (JW)

ED 284 427 FL 016 815

Churchman, Edith C.
Developing a Public Speaking Course for Non-Native Speakers of English: Problems and Approaches.
PUB DATE- 86
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Students; *Communication Skills; Course Content; *English (Second Language); Group Dynamics; *Grouping (Instructional Purposes); Higher Education; *Language Skills; Oral Language; *Public Speaking; *Speech Curriculum
Special consideration should be given to curriculum development in basic-speech-communication classrooms which have non-native speakers of English as students. Fluency, student grouping, background diversity, and degrees of freedom of speech all affect the ability and achievement of non-native English-speaking students in such classrooms. A hybrid speech course, designed to ease non-native English-speakers into the mainstream of the basic communication classroom, includes such activities as exposure to various communication forms; practical applications of interpersonal communication skills; group discussion through nonverbal, problem-solving, and leadership exercises; and public speaking. (Author/CB)

ED 284 500 HE 020 582

Fidler, Paul; Davis, Char
Comparison of USC Entering Freshmen, 1976 to 1986.
South Carolina Univ., Columbia. Div. of Student Affairs.
PUB DATE- 86
NOTE- 5p.; For the previous report, see ED 277 319.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Aspiration; College Choice; *College Freshmen; *Commuting Students; Comparative Analysis; Family Income; Higher Education; Majors (Students); National Norms; *On Campus Students; Parent Background; Place of Residence; Political Attitudes; Social Attitudes; *State Universities; *Student Attitudes; *Student Characteristics
IDENTIFIERS- Cooperative Institutional Research Program; *University of Southern California
Student characteristics and attitudes for entering freshmen at the University of South Carolina (USC) for 1976-1986 are reported and compared to 1986 national norms for public universities. Comparative data for the 1986 class by on-campus or off-campus residence are also presented. The data were collected through the Cooperative Institutional Research Program of the American Council of Education. National norms, data for USC students for 1975, 1980, and 1985; and USC on-campus and off-campus student data are presented for the following variables: sex; age (17 or younger, age 19 or older); race (white, black); religious preference (Protestant, Catholic, none); liberal or conservative political views; probable major (education, business, computer science); parents completing college degree; estimated parental income of more than $30,000; average grade in high school (A or B); highest academic degree intended; reasons for attending college; reasons for choosing USC; student motivations in life; self-ratings on six qualities; attitudes concerning three social issues; and predictions about whether students thought they would be satisfied with college, get a bachelor's degree, or join a social fraternity or sorority. (SW)

ED 284 543 IR 051 904

Wilkinson, David W.
Media Integration in Community College and Public Libraries.
PUB DATE- 12 Dec 86
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cataloging; Community Colleges; *Learning Resources Centers; Library Catalogs; *Library Materials; *Nonprint Media; Public Libraries; Two Year Colleges; User Needs (Information)
IDENTIFIERS- *Intershelving; *Shelving Practices
The integration of print and non-print resources in libraries or media centers is a complex issue that involves three considerations: intershelving, records organization, and integration of a media center's functional areas. Although resource integration is not appropriate in every setting, it is highly recommended for community college and public libraries, which should utilize total integration of media center resources to the maximum extent possible. Intershelving, an approach that by definition represents a maximum level of integration in shelving and storage, is recommended because it increases the likelihood that a user will find either a known work or a relevant work through browsing. An integrated approach to records organization is suggested since users are often unlikely to be aware of, or disposed to search in, separate catalogs. Finally, the integration of a media center's functional areas is recommended due to the economies of scale benefits that result from treating all media formats in like manner; moreover, functional integration avoids dysfunctional interdepartmental conflict. Maximum overall integration involving these three aspects simultaneously maximizes the accessibility of resources and user satisfaction. Sixteen references are cited. (KM)

ED 284 557 IR 052 023

Ulate-Segura, Bodil
Access to the Archives of United Nations Agencies: A RAMP Study with Guidelines.
United Nations Educational, Scientific and Cultural Organization, Paris (France). General Information Programme.
REPORT NO.- PGI-86/WS/24
PUB DATE- Jan 87
NOTE- 123p.
AVAILABLE FROM- Division of the General Information Programme, Documentation Centre, UNESCO, 7 Place de Fontenoy, 75700 Paris, France (free).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Access to Information; *Administration; Administrative Policy; *Archives; Classification; International Cooperation; *International Organizations; Surveys; User Needs (Information)
IDENTIFIERS- *Records Management; *United Nations

Prepared under contract with the International Council on Archives (ICA), this study reviews expanded applications of archival research, the growing popular demand for information, and the resultant effect on the role of archives and archivists, especially in terms of access to records. Following an introductory discussion of the concept and role of archives, the approach to the access problem in the ICA is reviewed; prerequisites and criteria for access are considered; and a report is presented on a 1985 study of the archives of the United Nations (UN) system which measured the existence/lack of administrative instructions, levels and degrees of record classification/declassification, and regulations for access to records/archives. In addition, a tabulation of survey results is provided and conclusions and guidelines for increased accessibility to UN system archives are presented. The text is supplemented by 4 tables and 2 figures, and 43 notes and a 31-item bibliography are provided. Four appendices include: UN administrative instructions for archives; excerpts providing resolutions, recommendations, and wishes of four international congresses on archives; a listing of UN staff members who responded to the survey questionnaires; and a glossary of archival terminology. A 55-item bibliography of RAMP (Records and Archives Management Programs) and related documents is also provided. (KM)

ED 284 599 JC 870 318

Gross, Edmund K.
Linking Public Higher Education: Valencia Community College and the University of Central Florida: A White Paper.
PUB DATE- Sep 86
NOTE- 13p.; Report from the Conference for Joint Articulation between Valencia Community College and the University of Central Florida (Orlando, FL, September 19, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Articulation (Education); College Planning; Community Colleges; Conferences; *Cooperative Planning; Higher Education; *Intercollegiate Cooperation; Long Range Planning; *Regional Cooperation; *Shared Resources and Services; *Transfer Policy; Transfer Programs; Two Year Colleges
In September of 1986, a joint articulation conference was held between the Open Campus of Valencia Community College (VCC) and the University of Central Florida (UCF). The conference brought together administrators, faculty, and staff from the two colleges to review current areas of cooperation, examine common concerns, and explore new opportunities for cooperation. Future cooperative endeavors were recommended for the areas of: (1) academic affairs (e.g., implementation of faculty exchanges, development of a transfer manual, and sharing of facilities and equipment); (2) student affairs (e.g., improved evaluation of transcripts, meetings of student affairs representatives of the two institutions, and better coordination of academic calenders); (3) business affairs (e.g., regular meetings of purchasing agents of both institutions, study of the feasibility of making joint purchases of supplies and equipment, and sharing of computer software); and (4) planning, development and external affairs (e.g., joint presentations to appropriate legislative delegations, collaboration in private fund-raising activities, and sharing of state reports on enrollment and degrees conferred). (PAA)

ED 284 640 JC 870 370

Texas Wills. Teachers Instructional Packet, TIP No. 14, Spring 1987.
Texas A and M Univ., College Station. Texas Real Estate Research Center.
PUB DATE- 87
NOTE- 60p.; For other Teacher Instructional Packets in this series, see JC 870 357-372.
AVAILABLE FROM- Texas Real Estate Research Center, Texas A & M University, Blocker Bldg., College Station, TX 77843 ($2.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Business Education; Instructional Materials; Laws; Postsecondary Education; Real Estate Occupations; *State Legislation; Teaching Guides; *Wills
IDENTIFIERS- *Texas

Part of a series of classroom aids designed for real estate instructors, this instructional packet was developed to help real estate students understand the different types of wills recognized in Texas, their preparation, provisions, and execution. First, information about wills is presented, including definitions of relevant terms and a description of the types of wills recognized in Texas: (1) formally executed wills (i.e., wills in writing, signed by the testator, and witnessed and signed by two or more credible witnesses); (2) holographic wills (i.e., wills written and signed in the testator's handwriting); (3) noncupative wills (i.e., oral wills that can be used to dispose of personal property); and (4) shared or common wills (i.e., wills which can operate for two or more persons). The next sections consider various will provisions, including the preamble, revocation of prior wills and codicils, payment of debts and expenses, bequest of assets, appointment of an executor, independent administration, simulataneous death provisions, providing for the case of minors and incompetents, and self-proving affidavit. Finally, the packet presents a series of 28 overhead masters keyed to the text. (EJV)

ED 284 701 RC 016 323

Orozco, Cecilio
Teaching Reading: Mexico's Global Method of Structural Analysis.
PUB DATE- 87
NOTE- 11p.; Illustrations may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Articulation (Speech); *Beginning Reading; Critical Thinking; Foreign Countries; *Mexicans; Primary Education; *Reading Instruction; Reading Readiness; *Structural Analysis (Linguistics); *Teaching Methods
IDENTIFIERS- *Global Method of Structural Analysis; *Mexico
In 1985, the Global Method of Structural Analysis (GMSA) for teaching reading was introduced to first and second graders in Mexico. Breaking away from the more traditional educational methods, it established a basis for more flexible education and effectively utilized critical thinking skills. The preparation stage (reading readiness) begins in pre-school or kindergarten and continues throughout the GMSA process. Global perception of enunciation corresponds to the program's first unit. The second stage involves the manipulation of pieces of the enunciation, followed by an analysis and synthesis of the word, in relation to the structure of the word and of the whole enunciation. The final stage is the reading of texts (reading assertion) during which time the child acquires speed and rhythm in reading. Today, GMSA has been demonstrated to be most adequate in responding to the needs, interests and cognitive development of Mexican children age 6 to 8. It also takes into consideration the Mexican child's culture. Adherence to the more traditional methods have given rise to some problems, but GMSA's excellent results are cause for optimism. (JMM)

ED 284 330 EA 019 532

Status of the American Public School Teacher, 1985-86. National Education Association Response.
National Education Association, Washington, D.C. Research Div.
PUB DATE- 87
NOTE- 221p.
AVAILABLE FROM- Publication Sales, NEA Professional Library, P.O. Box 509, West Haven, CT 06516.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Elementary Secondary Education; Minority Group Teachers; Occupational Surveys; *Professional Development; Profiles; *Public School Teachers; *Teacher Attitudes; *Teacher Characteristics; Teacher Distribution; *Teacher Education; Teacher Salaries; Teacher Supply and Demand; *Teaching (Occupation); Teaching Conditions; Teaching Load; Trend Analysis

This National Education Association research survey forms a profile of the American public school teacher and provides information covering a 25-year period from 1961-86. The survey offers insights about trends in the composition of the teaching profession, the characteristics of teaching service, and the changing position of teachers in society. Approximately 2,000 questionnaires were sent to a cross-section of the nation's 2.2 million teachers during 1985-86; the rate of usable responses was 72.4 percent. Survey highlights cover the following areas of teaching: professional preparation, teaching experience, staffing patterns, class size, weekly workload, professional development, attitudes toward the profession, economic status, personal life, and community and civic life. For the first time in history, a majority of teachers--51.4 percent--have a master's degree or higher. In 1961, less than a quarter of all teachers had earned a degree beyond the bachelor's. This trend of academic enrichment is predicted to continue. The average teacher has more experience than ever before--15 years in teaching. Teachers are spending more time on teaching duties. A decline in the number of minority teachers has occurred, however, at the same time that minority enrollments are increasing. Tables and charts accompany each of the 10 topical chapters; the survey questionnaire and tabulation of responses are appended. (CJH)

ED 284 357 EA 019 570

Barrett, Diane L.; Bieger, George R.
Sex Role, Self-Esteem, and Leadership Characteristics of Male and Female Teachers and Administrators.
PUB DATE- 21 Apr 87
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Characteristics; *Androgyny; Elementary Secondary Education; Females; Leadership; *Leadership Qualities; School Surveys; *Self Esteem; *Sex Differences; *Sex Role; Sex Stereotypes; Teacher Characteristics
IDENTIFIERS- *American Association of School Administrators; Bem Sex Role Inventory; Coopersmith Self Esteem Inventory; Leadership Opinion Questionnaire; Pennsylvania
The incongruity between the stereotypical female role and the leader role accounts for the scarcity of female administrators in the United States. The solution seems to be androgyny, or the mixing of masculine and feminine characteristics. A recent survey sampled 28 male teachers, 25 female teachers, 27 male administrators, and 22 female administrators from central Pennsylvania to assess their sex role, self-esteem, and leadership qualities, and to determine what impact sex role has on self-esteem and leadership. The anonymous questionnaires employed the Short Bem Sex-Role Inventory, the Coopersmith Self-Esteem Inventory, and the Leadership Opinion Questionnaire. The survey results revealed that fewer female teachers were androgynous than hypothesized; more female administrators were androgynous than expected; more female teachers were feminine than expected; administrators scored higher on self-esteem than teachers; relationships existed between self-esteem and masculinity, self-esteem and age, and self-esteem and years of service; administrators of either gender scored higher than teachers of either gender in masculinity; androgynous and masculine subjects showed a higher degree of structure than undifferentiated subjects; and androgynous groups showed higher scores on the consideration dimension than all other groups. (RG)

ED 284 398 EC 200 216

Wright, Sandra
PDQ: Planning and Development of Quality Services in the Schools.
American Speech-Language-Hearing Association, Rockville, MD.
PUB DATE- Mar 87
NOTE- 65p.; For related document, see EC 200 217.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrators; *Communication Disorders; Elementary Secondary Education; *Inservice Education; *Management Development; Speech Therapy; Therapists; *Workshops
IDENTIFIERS- Planning Development Quality Services Schools
The PDQ Project, Planning and Development of Quality Services in the Schools, was an effort by the American Speech-Language-Hearing Association to provide public school personnel working with communication-disordered children with information and training related to better management. The report summarizes program objectives and outcomes including the following: training of 48 state speech, language and hearing consultants at a workshop in Cincinnati, Ohio followed by the holding of 48 state workshops; identification and training of 12 project trainers and 2 alternates; complimentary provision of the PDQ resource materials to all state special education directors; development of a Trainer's Manual introducing four management techniques; development of a Workshop Participant's Manual; provision of teleconference follow-up; and dissemination of products to university programs. Additional sections of the report provide information on workshop registration; workshop evaluation; dissemination activities; and successful phases, strategies, and products. Appendices provide more details on identification and selection of trainers, marketing the workshops, the workshop schedule and assignment of trainers, evaluation, and dissemination. (DB)

ED 284 442 FL 016 834

Santos, Sheryl L.
Teaching Mathematics, Science and Social Studies. Student Edition. Bilingual Education Teacher Training Packets. Packet 3, Series C.
Dallas Independent School District, Tex. Dept. of Research and Evaluation.
PUB DATE- 82
NOTE- 242p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Bilingual Education; Cross Cultural Training; Cultural Awareness; Educational Resources; Elementary Secondary Education; *English (Second Language); Faculty Development; Hispanic American Culture; Instructional Development; Instructional Materials; Second Language Instruction; *Social Studies; *Spanish; *Teacher Education; Teaching Guides
The teacher training materials contained in this manual form part of a series of packets intended for use in bilingual (Spanish-English) instruction by institutions of higher education, education service centers, and local school district inservice programs and address the content, methods, and materials for teaching effectively in the subject matter areas of mathematics, science, and social studies. Technical vocabulary is included and less commonly-taught information topics in science and social studies are presented. The manual's first section covers content development for bilingual social studies and features readings about the Spanish-speaking cultures, the Spanish language, and cultural and education needs of Americans of Spanish-speaking origin. Exercises for assessing intercultural knowledge, vocabulary, and bilingual and multicultural aspects are included. The second section features readings and exercises addressing teaching methods and strategies for the bilingual classroom. The third and last features readings, resources, and exercises regarding the development of English as a second language skills through social studies instruction. (CB)

ED 284 515 HE 020 645

Crosson, Patricia H.
Public Service in Higher Education: Practices and Priorities. ERIC Digest 85-2.
Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 3p.; This digest is a summary of ED 239 569.
CONTRACT- 400-82-001
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Activism; College Faculty; *College Role; Community Colleges; *Government School Relationship; Higher Education; *Public Service; Research Universities; *School Business Relationship; *School Community Relationship; State Universities
IDENTIFIERS- ERIC Digests
Public service in higher education is an important function of American colleges and universities. The nature and purposes of higher education can be revealed through three popular metaphors--ivory tower, social service station, and culture mart. It can best be fulfilled through ideas of value, social criticism, social problem solving, or social activism. Although service activities vary across different types of institutions, the easiest way to categorize public service is by external recipient: service to the community, to state and local governments, and to business and industry. Community service is especially important for community colleges, but governmental links are important to state universities, and research universities can develop formal research partnerships with corporations. (LB)

ED 284 571 IR 052 037

Wisconsin Public Library Standards. Bulletin No. 7324.
Wisconsin State Dept. of Public Instruction, Madison. Div. of Library Services.
PUB DATE- 87
NOTE- 79p.; Endorsed by The Council on Library and Network Development, The Wisconsin Library Association, The Wisconsin Association of Public Librarians, and The Wisconsin Library Trustees Association.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Financial Support; *Library Administration; Library Collection Development; Library Facilities; Library Personnel; *Library Planning; *Library Role; *Library Services; *Library Standards; *Public Libraries; Public Relations; State Standards
IDENTIFIERS- *Wisconsin

Developed by the Task Force on Public Library and Library System Standards and Guidelines, these general standards are designed to give local planners a useful tool with which to assess their own unique programs of service and establish direction for future development. A section on planning and the public library considers (1) imperatives for planning, including the planning sequence, the planning process, and level of planning effort, and (2) options for establishing new library services, including considering alternatives and establishing a new library. Beginning with a discussion of how to use the standards, this section on standards includes six chapters on governance, administration, and funding; staffing; collections; services; public relations; and access and facilities. Standards are presented as simple statements in the form of checklists designed to encourage libraries to copy and use them separately. In addition, discussions on role selection describe how a given role can affect the standards found in the checklist and how a library might want to fine tune the evaluation of its services based on the role(s) it plays. A listing of task force members is provided, and four appendices include public library role descriptions, percentile measures for library services, an 81-item bibliography, and Chapter 43 of the Wisconsin Statutes. (KM)

ED 284 586 IR 052 056

Owens, Major R.
The Academic Library and Education for Leadership.
PUB DATE- Mar 87
NOTE- 21p.; In: Libraries and the Search for Academic Excellence. Proceedings of the Arden House Symposium (New York, New York, March 15-17, 1987); see IR 052 055.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Libraries; Access to Information; Citizenship Education; Higher Education; *Leadership Training; Library Cooperation; Library Instruction; Library Materials; *Library Role; *Library Services; Research Skills; *Undergraduate Students; *User Needs (Information)
IDENTIFIERS- Carnegie Foundation for Advancement of Teaching; *Information Skills

As education for leadership becomes increasingly important, the role of the academic library should assume new dimensions, and the library should become a major vehicle for leadership education. An examination of the library-related recommendations in the report of the Carnegie Foundation for the Advancement of Teaching, "College--the Undergraduate Experience in America," as an exposition of the academic library's role in citizenship and leadership education reveals that this traditional thinking is too conventional and limiting. Alternative recommendations for academic libraries in harmony with the report but more creative in their approach include: offering general undergraduate research and methods elective courses taught by librarians that would expose students to the total information environment of an unfamiliar discipline; establishing an "Information Amphitheater" designed to demonstrate the vital role of information in the local, national, and global decision-making environment; conducting programs to promote and illuminate the "culture of information"; supplying ample funds for the acquisition of non-print materials as well as books; and participating in library consortia to design projects that the general public might utilize. A bold approach to the practical implementation of such new ideas and concepts will aid in the development of effective leaders. (KM)

ED 284 672 PS 016 724

Jorde-Bloom, Paula
Closing the Gap: An Analysis of Teacher and Administrator Perceptions of Organizational Climate in the Early Childhood Setting.
PUB DATE- Apr 87
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; *Child Caregivers; *Day Care Centers; Early Childhood Education; *Organizational Climate; *Preschool Teachers; Staff Development; *Teacher Attitudes; Work Environment

This paper provides an overview of the dimensions of organizational climate as they relate to early childhood work environments. It reports the results of a study involving 629 early childhood workers representing 65 nonprofit and for-profit, center-based programs. The focus of the inquiry was to determine in what ways the 94 administrators and 535 teachers surveyed differed in their perceptions of organizational practices. Results of the data analysis show statistically significant differences with respect to how administrators and teachers view ten dimensions of organizational climate. In eight of the ten dimensions, the differences were significant at $p < .01$. Program administrators consistently rated organizational climate more favorably than did teachers. Research on differential climate perceptions in other work settings is summarized. A review of studies supporting the importance of implementing practices that promote perceptual congruence is provided. A five-page reference list is included. (Author)

ED 284 344 EA 019 551

Blauvelt, Peter D.
School Security Management.
National Association of Secondary School Principals, Reston, Va.
PUB DATE- Jun 87
NOTE- 14p.
AVAILABLE FROM- Publication Sales, National Association of Secondary School Principals, 1904 Association Drive, Reston, VA 22091 ($1.00 prepaid; quantity discounts).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Crime; *Crime Prevention; *Data Collection; Elementary Secondary Education; *Information Processing; Legal Problems; *School Security
IDENTIFIERS- *Inventory Control

Cultural differences, socioeconomic conditions, broken homes, and other problems are not grounds for allowing criminal acts to go unchallenged on school property. This publication shows administrators how to control and reduce the incidence of criminal acts, which create fear, anxiety, hostility, and a loss of confidence in the educational system. Timely information gathering through a uniform reporting system is a must. Written reports should specify what, when, who, and why, and actions taken. Incident profiling, a process for analyzing security data, requires a clear understanding of the types of events to be reported and common legal terms. Definitions are provided for various crimes against persons and property. Developing an incident profile form is advised and a sample provided. Locations can be more accurately reported if school floor plans are divided into building zones. A number of precautionary steps to reduce schools' vulnerability are listed, including (1) inventorying all equipment; (2) requiring weekly inventories of tape recorders, cameras, and foodstuffs; (3) securing all school equipment at night; (4) counting money in a secure place with limited access; (5) controlling keys; and (6) being security conscious. Other steps are outlined to protect students and staff. Sample security measures for three school systems are provided, along with four references. (MLH)

ED 284 370 EA 019 602

Robinson, Glen E.; Protheroe, Nancy J.
Cost of Education: An Investment in America's Future. ERS Report.
Educational Research Service, Arlington, Va.
PUB DATE- 87
NOTE- 102p.
AVAILABLE FROM- Publication Sales, Educational Research Service, 2000 Clarendon Boulevard, Arlington, VA 22201 (Stock No.219-21740; $26.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- *Cost Effectiveness; Databases; Decision Making; *Educational Assessment; *Educational Finance; Elementary Secondary Education; Expenditures; *Futures (of Society); Information Needs; *Information Systems; Program Effectiveness; Research Utilization; School Effectiveness; School Support; *Trend Analysis

American taxpayers are currently investing more than $160 billion annually in public elementary and secondary education. Concerned citizens continue to ask: For what purposes is the money being used, and is it accomplishing its purposes? This seven-chapter study addresses these concerns and provides factual answers to related questions about the costs and benefits of the American investment in public education. Research on trend data quickly revealed significant gaps in the information available about school district finances. During the past 25 years, definitions used to report expenditure data had changed, resulting in data that could be compared only by substantial adjustment to compensate for these differences. It was found that currently no nationwide data collection effort existed that identified, for example, the average percent of school district expenditures for the budget categories of instruction or maintenance. This report recommends, therefore, that a system be established to collect such important financial information, along with suggestions for meaningful budget categories and a reporting process. Following an introductory chapter, the second chapter describes public education's setting over the past 25 years in terms of forces affecting enrollment, staffing, equity, program administration, and influence upon ultimate cost. The status and trends in school finance are discussed in chapter 3, including allocations for instruction, administration, and maintenance, and governmental contributions are detailed. Lack of comparative data about district expenditures and uncomparable interstate financial reporting systems obviate trend analysis. Chapter 4 presents criteria for collecting meaningful financial data and a process for establishing an interstate database. Measuring desired outcomes is analyzed in chapter 5. Recommendations are that knowledge and competencies be specified and measurements reflect student learning. Chapter 6 suggests that educators employ a research information base on effective schools, teaching and learning, and cost effectiveness when making investment decisions. The concluding chapter summarizes the need for data that increase the investment return in education. Achieving quality and equity is tied to taxes and funding allocations, which must be translated into programs involving staff, facilities, and dollar amounts. A 211-item bibliography is appended. (CJH)

ED 284 458 HE 020 002

Kelly, James J.; White, Eric R.
Profiling Freshman Academic Characteristics.
Pennsylvania State Univ., University Park. Div. of Undergraduate Studies.
PUB DATE- 86
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Ability; *Academic Advising; Academic Aptitude; Academic Aspiration; Basic Skills; College Choice; College Entrance Examinations; *College Freshmen; Databases; *Educational Background; Educational Testing; Grade Point Average; Higher Education; Information Needs; Majors (Students); *Student Attitudes; *Student Placement; Study Skills
IDENTIFIERS- *Pennsylvania State University

An academic characteristics profile database for freshmen at the Pennsylvania State University is briefly described. The database was constructed through the Freshman Testing, Counseling, and Advising Program (FTCAP), which is designed to assist new freshmen in evaluating their educational plans by providing them, prior to initial registration, a comprehensive program of testing and individualized counseling and advising. The results of the testing segment of the FTCAP are used for counseling and advising, placement, and identification of basic skills weaknesses. Data sources for the program include the Educational Planning Survey and the Profile of Academic Abilities. The results of testing, high school records, and Scholastic Aptitude Test scores are developed into an individual Profile of Academic Abilities. The Educational Planning Survey provides information about the student's educational background and academic interests. All the information is used to relate students' academic abilities and preparedness to their educational goals. Some findings are provided concerning: student expectations concerning grades, study skills and study hours, choice of major, and choice of a college/university. (SW)

ED 284 472 HE 020 528

Ottinger, Cecilia A., Comp.
Fact Book on Higher Education, 1986-1987.
American Council on Education, Washington, D.C.
REPORT NO.- ISBN-0-02-909680-4
PUB DATE- 87
NOTE- 212p.; American Council on Education/Macmillan Series on Higher Education.
AVAILABLE FROM- Macmillan Publishing Company, 866 Third Avenue, New York, NY 10022 ($39.95).
LANGUAGE- English
Document Not Available from EDRS.

PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *College Faculty; *College Students; *Degrees (Academic); Educational Finance; Educational Trends; *Enrollment Trends; Family Income; *Higher Education; Labor Market; Majors (Students); Population Trends; Student Characteristics; *Student Financial Aid; Teacher Characteristics

This 1986-1987 guide provides trend data on U.S. higher education, with attention to: demographics/economics, faculty and staff, degrees, students, enrollments, institutions, and financial aid. The new section on student financial aid includes data on distribution of campus-based aid among the postsecondary sectors and average award levels under each major form of aid. Enrollment data include: enrollment by level of study, 1899-1993 (actual and projected); enrollment by sex and type of school, 1950-1984; and minority enrollment by region and state, 1972-1982. Data on earned degrees include: earned degrees by level, type of school, and recipient sex, approximately 1947-1987; earned degrees by level and race, 1982-1983; and earned degrees by specialty areas, 1947-1982. Additional data include: average college costs by institution type, 1977-1988; characteristics of entering freshmen; average faculty salary by rank and type of college, 1970-1985; and voluntary support of higher education, 1969-1984; and current fund revenues and expenditures for public and private institutions. The format is data tables, graphs, maps, and narrative highlights. Enrollment, degree, employment, and demographic data are summarized separately for both minorities and women. (SW)

ED 284 486 HE 020 564

Wharton, Clifton R., Jr.
Taking Teachers Seriously.
PUB DATE- Jun 87
NOTE- 6p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- *College Faculty; Economic Factors; *Employment Practices; Higher Education; *Living Standards; Part Time Faculty; Personnel Policy; *Teacher Employment Benefits; Teacher Morale; *Teacher Retirement; *Teacher Salaries; Teaching Conditions
The importance of appropriate compensation and employment security for college faculty is discussed, in light of the declining purchasing power and wages for teachers and the erosion of benefits and pension prospects. From 1970 to 1985, the national average faculty salary, adjusted for inflation, fell 15.1%. Regardless of personal commitments and rewards of academic life, the faculty member's salary is not comparable with even beginning professional salaries in corporate or commercial positions. The increasing use of part-time or adjunct faculty is also a concern. Many faculty rely on these appointments for their primary livelihood, sometimes holding part-time jobs at two or more campuses. Since these positions are rarely equal in salaries or benefits with full-time positions, the part-timers experience a kind of marginality within the college that is economically constraining and professionally demoralizing. Another issue concerns mandatory retirement. Some have linked early retirement to the financial incentives for teachers. It is proposed that many of the problems with modern teaching may be directly related to the problems of compensation, standard of living, career development, and material well-being of teachers. (SW)

ED 284 528 HE 020 844

Johnson, Janet R.; Marcus, Laurence R.
Blue Ribbon Commissions and Higher Education. ERIC Digest.
Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-HE-87-5
PUB DATE- 87
NOTE- 3p.; This digest is a summary of "Blue Ribbon Commissions and Higher Education: Changing Academe from the Outside" (ED 272 115).
CONTRACT- 400-86-0017
AVAILABLE FROM- ERIC Clearinghouse on Higher Education, George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036 (free with stamped, self-addressed envelope).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Descriptive (Program/Project Descriptions) (141) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Advisory Committees; *Blue Ribbon Commissions; Campuses; *Change Strategies; College Planning; *Educational Change; Federal Government; Governance; Government School Relationship; *Higher Education; Policy Formation; Problem Solving; Program Evaluation; Public Policy; State Government
IDENTIFIERS- ERIC Digests

Blue ribbon commissions in the United States from 1965-1983 are discussed with attention to what makes a commission effective, the history of blue ribbon commissions, features of a commission, whether these commissions are useful on campus, and criticisms of blue ribbon commissions. Factors that contribute to the effectiveness of a blue ribbon commission include: attainability of commission objectives, adequacy of the amount of time allotted for the study; number of times commissioners meet; accessibility of commissioners to persons wishing to comment; and sufficiency of the number of staff. Features of a blue ribbon commission are: a predetermined life span, eminent individuals from a variety of backgrounds, staff and funds to assist in fulfilling its charge, and a charge to investigate and/or to recommend changes in structures, functions, origins, or processes. Blue ribbon commissions are helpful on campus when a fresh view is needed about a specific issue, when a college wants to develop ties with, or serve, a sector outside the college, and when a college seeks to start a planning agenda to become a leader in a region or among similar colleges. (SW)

ED 284 544 IR 052 007

Rosenfeld, Stuart, Ed.
The Report of the Committee on Technology and Innovation. 1986 Commission on the Future of the South.
Southern Growth Policies Board, Research Triangle Park, N.C.
PUB DATE- 86
NOTE- 31p.; For a related report on technology in education, see ED 277 350.

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Automation; Competition; Education; Global Approach; Graphs; *Innovation; *Long Range Planning; *Regional Cooperation; *Regional Planning; Technological Advancement; *Technology; Training
IDENTIFIERS- *Regional Development; *United States (South)
This report is intended to identify opportunities for rebuilding the South's economy on the foundations of technology and innovation; to describe some of the conditions in the region that affect the creation, transfer, and commercialization of technology; and to present specific recommendations to help the South make more effective use of its technological resources for economic growth. Introductory materials include a statement of the Southern Growth Policies Board (SGPB); listings of SGPB 1985-86 leaders and the 1986 Commission on the Future of the South committees, chairman, and members; the charge to the board for establishing the 1986 Commission on the Future of the South; and a summary of the commission's activities. Next, an introductory discussion considers opportunities and challenges, state policies, barriers to embracing technology as a growth system, and the impacts of technology and innovation. Seventeen graphs illustrate the status of technology in the southern region. Finally, findings and recommendations are presented for the areas of education and training; targeting resources to create centers of excellence; cooperation among employers, employees, universities, and government; global competition and automation; and long-term commitment to competitive excellence. Appendices include listings of speakers at committee hearings, sustainers of the Fund for the Future of the South, and SGPB staff members. (KM)

ED 284 613 JC 870 341

Archer, Chalmers, Jr.; Archer, A. J. Finch
How Successful Financial Aid Outreach Is Developed and Run.
PUB DATE- 85
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; Educational Finance; Outreach Programs; Program Descriptions; *Student Financial Aid; *Student Financial Aid Officers; Two Year Colleges
IDENTIFIERS- Northern Virginia Community College
The Office of Financial Aid at the Alexandria Campus of Northern Virginia Community College is effectively providing service for a population of over 11,000 students each quarter, making and maintaining more than 1,500 combined initial and mortified awards packages and processing over 2,000 applications during the academic year. The philosophy of the program is to "challenge conformity in improving services," and its basic approach is to realize and maintain the personal human aspect in one-to-one relationships. The strategies used by the office were developed, with flexibility and constant adjustments, to be appropriate to the college's constituency and setting. The program uses a faculty and staff involvement approach to communicate financial aid information to students and their families. Faculty and staff are involved in numerous ways such as writing and phoning students referred to their divisions by the financial aid office and meeting with students and their parents in groups or on an individual basis. Student information teams, made up of enrolled students, alumni and community groups, and area schools also play a major role in outreach efforts. The aid office also sponsors occasional special events, participates in recruiting activities, and is involved in open visitation days and special financial aid days throughout the year. The work of the aid office is facilitated by the use of computers, collaboration with the college's public relations office, and the use of videotapes and disks to aid communication. The aggressive strategies used by the office provide a gateway to students' quest to finance their higher education. (EJV)

ED 284 627 JC 870 357

The Texas Real Estate License Act. Teachers Instructional Packet (TIP), No. 1, Fall 1984. Revised Fall 1985.
Texas A and M Univ., College Station. Texas Real Estate Research Center.
PUB DATE- 85
NOTE- 73p.; For other Teachers Instructional Packets in this series, see JC 870 358-372.
AVAILABLE FROM- Texas Real Estate Research Center, Texas A & M University, Blocker Bldg., College Station, TX 77843 ($2.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Business Education; *Certification; Distributive Education; Instructional Materials; Postsecondary Education; *Real Estate; *Real Estate Occupations; *State Legislation; Teaching Guides
IDENTIFIERS- *Texas

Part of a series of classroom aids designed for real estate instructors, this instructional packet was developed to help real estate students understand the content and complexities of the Real Estate License Act of Texas. The packet has three parts. The first two parts provide an instructor's evaluation form and the instructor's guide to the law, which presents the full text of the act and highlights sections that answer specific questions covered in accompanying overhead visuals. The remainder of the packet presents the overhead masters, which focus on general provisions of the law; the definitions of real estate, a broker, a salesperson, exemptions, a "person," the Texas Real Estate Commission; persons exempted from licensure; acts of a broker or salesperson; the composition, funding, and administration of the Texas Real Estate Commission; the funding of the Texas Real Estate Research Center; requirements for a license; establishment of competency; courses of study required for licensure; experience requirements for a broker's license; current educational requirements for the broker's and salesperson's license; the real estate recovery fund; when and how licenses are issued; review procedures for licensure; license fees; office requirements for a licensee; termination of sponsorship; compensation for real estate acts; causes for license suspension or revocation; investigation of complaints; unauthorized practice of law; commission hearings; listing contract forms; access to commission information files; penalties; compensation; regulations governing inspectors of real estate improvements; and sources of additional information. (AYC)

ED 284 656 PS 016 666

Vandell, Deborah Lowe; And Others
A Follow-Up Study of Children in Excellent, Moderate, and Poor Quality Day Care.
SPONS. AGENCY- Texas Univ., Austin. Hogg Foundation for Mental Health.
PUB DATE- Apr 87
NOTE- 30p.; An abbreviated version of this paper was presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Aggression; Cooperation; *Day Care Centers; *Educational Quality; Empathy; *Interpersonal Competence; Longitudinal Studies; Peer Relationship; *Play; *Preschool Children; Preschool Education

Twenty 4-year-olds were observed during free play at excellent, moderate, and poor quality day care centers. The children were observed again at eight years as they participated in triadic play sessions. Parental, peer, and self-ratings were also obtained. Significant continuity between the children's day care experiences and their functioning at eight years was found. Time spent in positive interactions with adults at four years (which was more common in excellent quality programs) was positively related to ratings of empathy, social competence, and social acceptance at eight years, while time spent in unoccupied behaviors at four years (which was more common in poorer quality programs) was negatively associated with ratings of empathy, conflict negotiation, and social competence at eight years. Significant differences in the children at eight years were associated with prior day care experience. (Author/PCB)

ED 284 687 PS 016 771

Carter, Sylvia; And Others
Training Manual for Local Head Start Staff. Part VI.
Maryland Univ., College Park. Head Start Regional Resource and Training Center.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, D.C.
PUB DATE- 86
NOTE- 226p.; For other manuals in this series, see PS 016 766-770. Some pages printed on colored paper.
GRANT- ACYF-03-CH-0175
AVAILABLE FROM- Head Start Resource and Training Center, University of Maryland, University College, University Blvd. at Adelphi Rd., College Park, MD 20742 ($45.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Conflict Resolution; Early Childhood Education; Educational Environment; Family Relationship; Health; *Inservice Teacher Education; Outdoor Education; *Parent School Relationship; Planning; Postsecondary Education; *Social Services; *Staff Development; *Teacher Workshops
IDENTIFIERS- *Project Head Start

The sixth and last manual in this set of Head Start training manuals offers detailed descriptions of workshop modules on 1) preparing staff to help parents with the transition from Head Start to public school, 2) using the outdoors as a learning environment, 3) planning for the classroom, 4) learning basic skills for conflict resolution, 5) understanding family systems, and 6) increasing knowledge of health and wellness. Each workshop description includes an overview of the subject, learning objectives, an agenda, materials needed and procedures for presenting the workshop. Handouts and a bibliography are also included. (PCB)

ED 284 715 RC 016 417

George, Karlene R.
A Guide to Understanding Gifted American Indian Students.
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 87
NOTE- 102p.
CONTRACT- NIE-400-83-0023
AVAILABLE FROM- ERIC/CRESS, New Mexico State University, Department 3AP, Box 30001, Las Cruces, NM 88003-0001 ($9.00 plus $1.50 for postage).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- American Indian Culture; *American Indian Education; American Indians; Case Studies; Community Responsibility; *Cultural Influences; Culture Fair Tests; Elementary Secondary Education; *Gifted; *Individual Needs; Program Descriptions; Program Implementation; *Relevance (Education); *Talent Identification; Test Bias; Tribes
IDENTIFIERS- Klallam (Tribe); *Native American Gifted Program Model; Suquamish (Tribe)

Case studies are used to illustrate issues in the identification of gifted and talented American Indian children and the development of appropriate programs that respond to individual needs and cultural values. Emphasis is placed on the identification of students who do not manifest their high intellectual and creative abilities in ways accepted or recognized by the dominant culture and who are therefore excluded from appropriate educational opportunities. Chapter 1 presents a definition of giftedness which places responsibility for identification of gifted children on the shoulders of the cultural community. Chapter 2 reviews checklists, observations, tests, and other indices used in the identification of gifted children and stresses the need for the use of a variety of identification measures used in combination. Selected identification measures are examined for cultural bias. Chapters 3 and 4 describe the Native American Gifted Program model including curriculum, culturally relevant activities, and development of the Native American Special Abilities Profile which identifies those abilities valued by the cultural community--Klallam and Suquamish families with children in the North Kitsap School District, Washington. Appendices define terms in gifted education and list 43 tests which have been used successfully to identify and evaluate gifted potential for American Indian students. (JHZ)

ED 284 384 EC 200 201

Swartz, Stanley L.; And Others
Diagnosing Behavior Disorders: An Analysis of State Definitions, Eligibility Criteria and Recommended Procedures.
PUB DATE- Apr 87
NOTE- 26p.; Paper presented at the Annual Convention of the Council for Exceptional Children (65th, Chicago, IL, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Disorders; *Definitions; Due Process; Educational Diagnosis; *Eligibility; *Emotional Disturbances; Federal State Relationship; Identification; *Labeling (of Persons); National Surveys; Program Design; Referral; State Departments of Education; Student Placement
IDENTIFIERS- Education for All Handicapped Children Act
Using information collected in a survey of all 50 states and the District of Columbia, the study analyzed state definitions of the "behavior disordered/emotionally disturbed" (BD/ED) category of handicapped children, program entrance and exit criteria, and procedures for referral, evaluation, and program placement. A general lack of definitional consensus, as well as lack of agreement on eligibility criteria, were reported. Some variant of the seriously emotionally disturbed (SED) label was used by almost two-thirds of the states, despite indications that both research literature and teacher training programs prefer the BD label. Twelve states reported using the definition prescribed in Public Law 94-142, the Education for All Handicapped Children Act. Clear and carefully articulated exit criteria were developed by only 17 states (39%). A considerable variety of methods used for referral, evaluation, and program placement were reported. Although multidisciplinary staffing is one of several procedural safeguards contained in Public Law 94-142, it is required by only 77% of the 48 states that provide procedural guidelines. Effective programming for the BD/ED population will continue to be thwarted until professional consensus is obtained in the areas of definition and program eligiblity. (JW)

ED 284 399 EC 200 217

Wright, Sandra Raymore
PDQ: Planning and Development of Quality Services in the Schools. Instructional Guide, Student Manual and Reference Materials.
American Speech-Language-Hearing Association, Rockville, MD.
REPORT NO.- ISBN-0-910329-13-3
PUB DATE- Mar 87
NOTE- 257p.; For a related document, see EC 200 216. This project was partially funded by the Department of Education.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Administrators; Case Studies; *Communication Disorders; Elementary Secondary Education; *Inservice Education; *Management Development; Speech Therapy; Therapists; *Workshops
IDENTIFIERS- Planning Development Quality Services Schools
The instructional guide, student manual, and reference materials were developed by the PDQ Project, Planning and Development of Quality Services in the Schools, an effort by the American Speech-Language-Hearing Association to provide public school personnel working with communication disordered children with information and training related to better management. The instructional guide contains an outline of the management process, group process exercises, descriptions of three field-tested management programs, and a summary of a managment resource document, "Caseload Issues in the Schools." The student manual is intended to be used as a supplementary text or outside assignment and contains descriptions of the three management programs (concerned with program management, quality assurance, and data collection); a description of the management resource document on caseload accountability; a case study demonstrating application of the three systems to a program management problem, forms and supporting material from each of the systems, and a discussion of their interrelationship. The packet of reference materials contains transparency masters, another case study of a program management problem, and forms and worksheets to support case study activities. (DB)

ED 284 412 EC 200 230

A Summary of the Evaluation of the Special Education Attendance Improvement Dropout Prevention and Dropout Prevention (A.I.D.P./D.P.P.) Programs, 1985-86.

New York City Board of Education, Brooklyn. Office of Educational Assessment.

PUB DATE- Jan 87
NOTE- 6p.; For the basic report, see EC 200 229.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Attendance; *Behavior Problems; Delivery Systems; *Dropout Prevention; Grades (Scholastic); *High Risk Students; Junior High Schools; *Potential Dropouts
IDENTIFIERS- *New York (New York)

The report summarizes the evaluation of the 1985-86 Special Education Attendance Improvement/Dropout Prevention and Dropout Prevention (AIDP/DPP) programs which operated at 45 sites in New York City. City tax-levy DPP funds were allocated during the 1985-86 school year to the Division of Special Education to expand existing state-funded services for at-risk handicapped students at the middle school level. Services were provided to 2,343 students, 74% of whom were selected because of excessive absences; the remainder were selected based on other eligibility criteria, including academic performance and behavioral problems. The service model included six components: facilitating services, attendance outreach, counseling, health services, school linkages to promote transition to high school, and alternative education experiences. Thirty-four percent of AIDP/DPP students who participated in the program for the entire year improved their attendance rate above 1984-85 levels. Of students who failed at least one subject in the previous year, 40% improved in the proportion of subjects passed in 1985-86. Among recommendations is the reexamination of program attendance and academic performance goals in light of results, which did not meet the pre-established 50% criteria. (JW)

ED 284 428 FL 016 817

Cognetta, Randall A.; Goodwine, Jean
Bilingual Education for Student Achievement (B.E.S.A.) Final Report. Third Project Year 1985-86.
San Mateo County Office of Education, Redwood City, CA.
PUB DATE- Dec 86
NOTE- 198p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Bilingual Education Programs; Elementary Secondary Education; *English (Second Language); *Language Proficiency; *Limited English Speaking; Parent Participation; Program Descriptions; *Program Effectiveness; Program Evaluation; School Districts; Second Language Instruction; *Transitional Programs
IDENTIFIERS- *Mainstreaming (Non English Speaking)
The activities of the third year of the Bilingual Education for Student Achievement (BESA) Project, conducted by the San Mateo County (California) Office of Education is described. The first section provides a brief description of the program, of which the major purpose was to provide English language instruction for limited-English-proficient (LEP) students to facilitate the transition from their primary language to English and improve achievement in regular classes. Evaluation procedures, including school observations analysis of test scores, and other data gathering procedures are described in the second section. Actual activities taking place in three school districts (Cabrillo Unified School District, Sequoia Union High School District, and South San Francisco Unified School District) are described in the next three sections. The sixth section presents report findings from the county offices, and the seventh section presents questions used during evaluations. A review of longitudinal data collected at the secondary level is presented in the eighth section. Among overall conclusions and recommendations offered in the last two sections were the need to: review the use of materials and provide inservice or assistance for teachers and aides using those materials; develop a dissemination process to make BESA staff aware of most effective programs and activities; provide training for data collection methods for the parent component of the program; and explore the availability of appropriate instruments and measures to assess the achievement level of LEP students. (CB)

ED 284 501 HE 020 585

Hughes, R. Rees; And Others
Matching Supply with Demand: Higher Education and the Labor Market. A Comparison of Kenya and Poland.
PUB DATE- Mar 87
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College Planning; Comparative Analysis; Competition; *Economic Factors; *Education Work Relationship; Foreign Countries; Higher Education; *Labor Force Development; *Labor Market; Labor Supply; Policy Formation; *Public Policy
IDENTIFIERS- *Kenya; *Poland

Conditions in Kenya and Poland concerning the labor market and educational preparation for jobs are discussed, along with public policy. In the decade of the 1980s, both nations reached saturation in the labor market and underwent changes in the demand for university-trained workers. Kenya needed highly trained personnel to replace expatriates following the end of colonization. Poland needed highly trained personnel in its change to a socialistic, industrialized nation. Within the last decade both nations have met that need, but in the meantime universities in both nations have continued to pour forth graduates who have continued to find employment (usually within the government) but not always at the level for which they were trained. One alternative to the policy of both Kenya and Poland of absorbing university graduates is to permit market forces to operate. It is suggested that trying to plan for higher education on the basis of labor needs has serious limitations. Opportunity is needed to allow youth, education leaders, and government officials to change direction in response to unpredictable market changes. (SW)

ED 284 516 HE 020 646

Lindgren, J. Ralph; And Others
Sex Discrimination Law in Higher Education: The Lessons of the Past Decade. ERIC Digest 85-3.
Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 3p.; This digest is a summary of ED 252 169.
CONTRACT- 400-82-0011
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Affirmative Action; College Faculty; *College Students; *Compliance (Legal); *Court Litigation; *Employment Practices; Equal Protection; *Federal Legislation; Higher Education; Personnel Policy; School Personnel; *Sex Discrimination; Student Rights
IDENTIFIERS- ERIC Digests
The obligations of colleges and universities under existing laws prohibiting sex discrimination against employees and students are summarized. Principal federal sources of legal obligation regarding employees are the equal protection clause of the Fourteenth Amendment, Title VII of the Civil Rights Act of 1964, the Equal Pay Act of 1963, and Executive Order No. 11246. For students, the principal sources are the equal protection clause and Title IX of the Education Amendments of 1972. Strategies for compliance include the following: (1) carefully select and train key academic and administrative personnel, including faculty on review and search committees; (2) design and disseminate a policy of sexual equity, assign responsibility for its implementation, train line personnel, monitor residual sexual bias, and design and implement remedial programs to ensure compliance with the policy; and (3) complement the steps with indemnification of losses suffered as a result of intentional discrimination. (LB)

ED 284 558 IR 052 024

Landrum, Hollis
FLICC/FEDLINK Conference on Making Library Automation Choices (Washington, D.C., May 6, 1986).
Federal Library Committee, Washington, D.C. Federal Library and Information Network.
PUB DATE- 86
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Decision Making; *Government Libraries; *Information Centers; Information Systems; *Library Automation; *Microcomputers; *Minicomputers
IDENTIFIERS- *Retrospective Conversion (Library Catalogs)
This report of a conference convened by the Federal Library and Information Center Committee (FLICC) Subcommittee on Education provides brief summaries of four panel discussions conducted by 15 federal librarians who had assembled automation systems for their agencies' libraries and information centers. The first panel, consisting of Dean Hough, Ann Roane Clary, Ellen Johnson, and Patti Fields, described decision-making alternatives during the automated library system selection process, including useful sources of information for selecting a system, constraints on choices such as economic and political limitations, and selection-making criteria and procedures. Rosalie Sherwin, Jane Perry, John Celli, and Dean Hough participated in a second panel that described retrospective conversion alternatives using house staff, contractors, and Library of Congress Select MARC (machine-readable cataloging), and discussed problems centered around scheduling, deadlines, quality assurance, and monitoring payments. A third panel, consisting of Stephen Toney, Susan Wagner, Sarah Mikel, Mary Bonnett, and Richard Shrout, described minicomputer-based automated library systems at several federal libraries, including hardware and software requirements, installation procedures, writing specifications, and problems regarding authority control, telecommunication, and revisions. Finally, Elwynda Chapman, Rosemary Coskey, Jill Drucker, and Ann Roane Clary discussed topics related to the use of microcomputer systems for automating library tasks, including installation, training, limitations, and telecommunications. An extensive reading list of sources provided by the speakers makes up more than half of the report. (KM)

ED 284 600 JC 870 326

Jacobs, James
Training and Public Policy: Final Report.
Industrial Technology Inst., Ann Arbor, MI.
SPONS. AGENCY- Michigan Governor's Office for Job Training, Lansing.; Michigan State Dept. of Education, Lansing.
PUB DATE- Mar 87
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Role; Community Colleges; *Economic Development; *Job Training; Labor Education; Manufacturing Industry; Public Policy; *School Business Relationship; Statewide Planning; *Technical Education; *Technological Advancement; Trade and Industrial Education; Two Year Colleges
IDENTIFIERS- *Michigan; State Role

Developed by an advisory board of industry and education representatives to raise issues for the consideration of policy makers, community college administrators, labor leaders, and managers in Michigan, this report discusses the increasing significance of training to industry; the challenge to public education and, in particular, to community colleges posed by these training needs; and the implications for a coordinated training policy at the state level. Following introductory comments, the report examines the increasing importance of a trained workforce, explains general themes appearing in training delivery systems, and discusses the impact of a heightened emphasis on training in manufacturing on the relationship between an individual firm and the public school system. Next, the report offers a rationale for Michigan community colleges playing a major role in training for new technologies, highlighting the reliance of community colleges on local support, the location of the 29 institutions in major industrial areas, and the importance of industrial training in computer-based manufacturing for the economic survival of the manufacturing base of Michigan's economy. The next section looks at issues for the educational community raised by the emphasis on training, considering the impact on mission, different constituencies to be trained, barriers to the development of Michigan community colleges as a major center of training in programmable automation technologies, and the need for an appropriate balance between public and private roles in training. Next, the report looks at training issues for the state, directing a series of recommendations at state authorities. Finally, concluding comments point to the need for improved relations between education and industry and increased business and labor involvement. (EJV)

ED 284 641 JC 870 371

Fambrough, Judon
Texas Home Foreclosures. Teachers Instructional Packet (TIP) No. 15, Spring 1987.
Texas A and M Univ., College Station. Texas Real Estate Research Center.
PUB DATE- 87
NOTE- 33p.; For other Teachers Instructional Packets in this series, see JC 870 357-372.
AVAILABLE FROM- Texas Real Estate Research Center, Texas A & M University, Blocker Bldg., College Station, TX 77843 ($2.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Business Education; Financial Problems; Instructional Materials; Laws; *Loan Repayment; Postsecondary Education; *Real Estate; Real Estate Occupations; State Legislation; Teaching Guides
IDENTIFIERS- *Foreclosures; *Texas
Part of a series of classroom aids designed for real estate instructors, this instructional packet was developed to help real estate students understand the rules, regulations, and laws governing home foreclosures under deeds of trust in Texas. Information on home foreclosures is presented, covering: (1) the three elements of a proper foreclosure; (2) reasons lenders foreclose; (2) the steps taken by the lender and the trustee before the foreclosure sale; (3) regulations governing foreclosure sales; (4) terms of the sale; (5) deficiency judgements in the event that the foreclosure sale does not generate sufficient revenue to cover the expenses of the sale and the full amount of unpaid principal, interest, attorney's fees, and other charges; (6) invalid sales; (7) recovering damages from a wrongful foreclosure; and (8) procedural points the homeowner should consider in evaluating the foreclosure. The packet also includes a series of 15 overhead transparency masters keyed to the text. (EJV)

ED 284 702 RC 016 324

Orozco, Cecilio
Mexico: Rasgos de Su Historia. (Mexico: Highlights of Its History).
PUB DATE- 83
NOTE- 32p.
LANGUAGE- Spanish
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Cultural Background; Foreign Countries; *Hispanic American Culture; International Relations; Land Settlement; *Latin American History; *Mexicans; *Modern History; Revolution
IDENTIFIERS- *Mexico

Intended for both teachers and students, this publication, written in Spanish, briefly traces Mexico's history from its Conquest in 1519 to the overthrow of Porfirio Diaz in 1910. The following are briefly discussed: Mexico's Conquest in 1519; events immediately after the fall of Tenochtitlan; the War for Independence; Texas' separation from Mexico; the struggle between Mexico and France; the 1847 war between Mexico and the United States; the battles of La Angostura, Veracruz, Cerro Gordo, Padierna, Churubusco, Molino del Rey, Castillo de Chapultepec, and Puebla; the Cinco de Mayo; France's intervention; the 1910 Revolution; Benito Juarez; and the Plan of San Luis Potosi. The main points of the following events are listed: Texas' separation from Mexico; the struggle between Mexico and France; the alliance between France, England, and Spain; France's intervention; and the Revolution of 1910. (JMM)

ED 284 331 EA 019 535

Brown, Daniel J.
A Preliminary Inquiry into School-Based Management.
SPONS. AGENCY- Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
PUB DATE- Mar 87
NOTE- 43p.
GRANT- 410-83-1086
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accountability; *Decentralization; *Decision Making; *Efficiency; Elementary Secondary Education; Foreign Countries; Research Needs; *School Based Management; *School Organization
IDENTIFIERS- British Columbia (Vancouver); Canada; Edmonton Public Schools AB; Effective Schools Research

General interest in decentralized decision-making in education is increasing in both Canada and the United States. This paper attempts a preliminary study of school-based management, which shifts some budgetary decision-making authority from the central office to individual schools. Although many academic specialties have explored decentralization of public services, there is a dearth of empirical research on school-based management. After exploring theoretical perspectives and research questions, particularly the work of Milton Friedman, Henry Mintzberg, and Herbert Simon, this paper discusses two reasons for decentralization in educational organizations: increased accountability and efficiency. Two Canadian school districts, Edmonton Public Schools (Alberta) and Langley School District (British Columbia) were studied to determine the structure, decision-making flexibility, accountability, and efficiency of school-based management. Results showed both districts to be considerably decentralized organizationally, if not politically. A high level of decision-making flexibility and a fair amount of accountability seem to have been achieved. The greatest impact was on the principal, who enjoys decentralization and is perceived as more powerful. Teacher satisfaction is moderately positive. Efficiency appears to have improved, as evidenced in increased levels of service and higher student and parent satisfaction. Further research is needed to substantiate these results. Included is a bibliography of 46 references. (MLH)

ED 284 358 EA 019 571

Ducote, Kenneth J.
An Analysis of the Safety Issues Involving Local School Children as Pedestrians. Revised.
PUB DATE- 10 Aug 87
NOTE- 37p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Accident Prevention; Elementary Secondary Education; Parking Controls; *Pedestrian Traffic; Safety Education; School Accidents; School Policy; *School Safety; Signs; Traffic Accidents; Traffic Circulation; Traffic Control; *Traffic Safety
IDENTIFIERS- *New Orleans Public Schools LA
The New Orleans Public Schools' Department of Planning has been concerned with school children as pedestrians for the past five years. The safety issues include the streets, the drivers, and the children. First, the streets contribute to the hazard because many major streets traverse residential areas; many streets serve as major commuter highways; pedestrian tunnels, pedestrian bridges, and safe sidewalks are lacking; and there is considerable truck traffic. Second, drivers speed through school zones and double park while waiting for their children. Finally, children are often too small to be seen by drivers and cross streets with less discretion than adults. To promote safety, principals should examine school zone signs and report inadequacies; the Department of Planning and principals should identify locations needing flashing lights, one-way streets, and no-parking zones; the Planning Department should minimize student pedestrian crossing of major streets when planning attendance zones; the New Orleans Police Department should expand the enforcement of school zone speed limits; the areas of instruction, curriculum, and staff development should consider pedestrian safety; elementary schools should have a school safety patrol; and New Orleans should found a full-service program of school crossing guards. Three-fourths of the document is comprised of data from a survey of crossing guard programs in 34 school districts in the United States and crossing guard proposal plans at

127 New Orleans public schools. (RG)

ED 284 443 FL 016 835

Barrera, Maria; Rosenberg, Graciela
hablar a leer y a escribir. Cuadernos para el entrenamiento hablar a leer y a escribir . Cuadernos para el entrenamiento de maestros de educacion bilingue. Cuardernos 1, 2 y 3, Serie D. (Teaching Listening, Speaking, Reading, and Writing. Training Packets for Bilingual Teachers. Packets 1, 2, and 3, Series D.)
Dallas Independent School District, Tex. Dept. of Research and Evaluation.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.
PUB DATE- 82
NOTE- 205p.
LANGUAGE- Spanish
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Bilingual Education; Educational Objectives; Elementary Education; English (Second Language); *Language Skills; Listening Skills; Oral Language; Reading Instruction; Second Language Instruction; *Spanish; Teaching Guides; Teaching Methods; Vocabulary Development; Writing Instruction
This teacher training guide includes three major units that deal with the teaching of listening, speaking, reading, and writing skills in Spanish in the bilingual classroom. Each packet includes objectives, materials, and activities that help develop and promote students' receptive and productive skills. Other major topics covered include: the elements of language, including prosody, orthography, analogy, syntax, and semantics; aspects of oral language and activities for its development, including conversations, games, use of pictures and drawings, dramatization, and improvised dialogs; and methodology of reading, including syntactic methods, phonetic methods, onomatopeic methods, analytical and global methods, eclectic procedures and the experiential approach. Transparencies for each method are included. (TR)

ED 284 459 HE 020 217

Statistical Summary, 1983-84 = Releve recapitulatif des statistiques de 1983-1984. Ontario Ministry of Colleges and Universities .
Ontario Ministry of Colleges and Universities, Toronto.
PUB DATE- 85
NOTE- 135p.; For 1978-79 and 1980-81 editions, see ED 210 945 and ED 250 961.
LANGUAGE- English; French
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Certification; College Faculty; College Freshmen; College Students; Degrees (Academic); *Educational Finance; *Enrollment Trends; Foreign Countries; Full Time Students; Graduate Students; Part Time Students; *Postsecondary Education; *Public Colleges; State Aid; Student Characteristics; *Teacher Salaries; Technical Institutes; Undergraduate Students
IDENTIFIERS- Canada; *Ontario

Data for 1983-1984 on students, staff, and finances for provincially-assisted postsecondary education institutions in Ontario, Canada, are presented. The statistics cover: full-time undergraduate and graduate enrollment, by institution and program, at the universities, Ryerson, and the Ontario College of Art, 1983; educational background of new students from Ontario; degrees granted in 1983 at the bachelor's, master's, and doctoral levels; graduate diplomas and certificates; postsecondary and nonpostsecondary enrollment by institution and division at colleges of applied arts and technology, enrollment in adult training programs at colleges of applied arts and technology, 1980-1984; apprenticeship and certification programs, 1975-1984; graduates of full-time postsecondary programs, by institution and division, in colleges of applied arts and technology, 1983-1984; full-time academic staff, by institution, at universities and Ryerson; academic salaries at universities and colleges of applied arts and technology; operating support to institutions; total revenue by source and type of fund; capital assistance to universities, and student financial aid by institution, 1983-1984. (SW)

ED 284 572 IR 052 039

Basic Research and Communication Skills, K-12. Locating, Reading, Organizing, Comprehending, Presenting. Revised.
Prince George's County Public Schools, Upper Marlboro, Md.
REPORT NO.- PGIN-7690-1553
PUB DATE- 87
NOTE- 29p.; School Library Media Program. Document includes small, broken type.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Audiovisual Aids; Behavioral Objectives; *Communication Skills; Elementary Secondary Education; *Information Seeking; *Learning Resources Centers; Library Catalogs; Library Instruction; Library Materials; *Library Skills; Literature Appreciation; *Research Skills; School Libraries
IDENTIFIERS- *Information Skills; *Prince Georges County Public Schools MD

Developed so that teachers may become more aware of the areas of teaching and provision of resources that are a part of the Prince George's County Public Schools school library media program, this chart indicates broad areas where the library media specialist, using specialized knowledge and a collection of multimedia materials, may teach skills and also provide activities that reinforce and extend skills initiated in the classroom. For each grade level, kindergarten through 12, suggested student skill goals are listed for the following skill categories: (1) library media center procedures; (2) care of materials; (3) location of materials; (4) use of audiovisual materials; (5) production of audiovisual materials; (6) use of the card catalog; (7) location of information; (8) knowledge of and appreciation for literature; and (9) discrimination in the location, selection, and organization of information. Although not highlighted, skills designated by the MSDE (Maryland State Department of Education) Project Basic Skills are integrated into the chart. (KM)

ED 284 587 IR 052 057

Fiscella, Joan B.; Ringel, Joan D.
Academic Libraries and Regional Economic Development.
PUB DATE- Jan 87
NOTE- 17p.; In: Libraries and the Search for Academic Excellence. Proceedings of the Arden House Symposium (New York, New York, March 15-17, 1987); see IR 052 055.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Libraries; *Access to Information; *Cooperative Programs; *Corporate Support; Economic Development; Higher Education; Information Sources; Library Services; *User Needs (Information)
IDENTIFIERS- Auraria Library CO; *Corporate Users
Academic libraries should follow the practice adopted by some academic institutions during recent periods of economic scarcity and develop economic and political ties with the business community, a partnership that could provide genuine benefits for members of the business community, elected officials, and academia. An example of such cooperation is the Business Partner Program begun in 1983 by Auraria Library in Denver, Colorado, which allows participating firms to receive company library cards as well as discounts on certain fee-based services in return for donating a specified amount of money to the library. Businesses such as those using the Auraria Library that seek information to enhance economic development opportunities generally rely on information from a combination of personal experience and insight, talking to colleagues or competitors, and publicly available knowledge. A key service that academic libraries can provide for businesses is access to such information, both in terms of physical access to research collections and intellectual access to people with expertise in the structure of information sources. Given the need for such access, it makes economic as well as philanthropic sense for companies to help fund academic centers that can provide these required resources and services. (KM)

ED 284 673 PS 016 727

Koester, Lynne Sanford; Penny, Judith M.
Siblings as Facilitators of Exploratory Play in Young Children.
PUB DATE- Sep 87
NOTE- 26p.; Paper presented at the Annual British Psychological Society Conference (York, England, September 11-14, 1987). Filmed from best available copy.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attachment Behavior; Children; *Exploratory Behavior; Interpersonal Relationship; *Peer Relationship; *Siblings; Social Behavior; *Toddlers

The present study compared the presence of sibling versus non-sibling partners in relation to the exploratory behaviors of toddlers in a novel environment. It was predicted that young children would use siblings as a secure base from which to explore the environment even in the absence of an adult attachment figure, whereas the presence of a non-sibling was expected to be less facilitative of such activity. Data from 20 children with a mean age of 2.8 years were analyzed according to physical exploration (locomotor and play activities) and social interaction with the older partner. All subjects who were eliminated from the study due to distress in the unfamiliar environment were with non-siblings at the time. When toddlers were paired with their own siblings, they explored more areas of the room, played with more toys, and ventured greater distances from their partners than when they were paired with an unrelated child. (Author)

ED 284 345 EA 019 552

Cold, Birgit
Architecture as a Quality in the Learning and Teaching Process.
PUB DATE- Nov 86
NOTE- 11p.; Paper presented at the Edusystems 2000 International Congress on Educational Facilities, Values, and Contents (Jerusalem, Israel, November 16-21, 1986). Photographs may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Architecture; *Building Design; *Educational Environment; Elementary Secondary Education; Foreign Countries; *School Buildings; *School Construction
IDENTIFIERS- *Scandinavia
Using an outline format accompanied by numerous photographs and sketches, this brochure explores the relationship of "school" to people's conceptions, actions, and physical surroundings, highlighting changes over the past 20 years in Scandinavian school design. Two major conceptual changes are decentralized administration and teaching and learning situations emphasizing teamwork and development of the whole person. Changes in activities and physical environment are also summarized, along with "quality" effects, such as (1) a smaller-scaled, more confidential environment; (2) greater flexibility in learning and teaching interactions; and (3) the opening of schools to the community. A close examination of teacher and student attitudes reveals that school as an institution mediating knowledge contributes much less to students' well-being than school as a social system. Architects and planners must realize the importance of relationships beween people and create functional and inspiring places supporting their work and social life. While architecture can do nothing to help poor teaching, without good architecture, learning and teaching are slowed down. Architecture's role is to accentuate the quality of places, to cultivate sensory awareness, and to interpret and communicate institutional values in time and place. Complementary requirements of architectural design, restraints for school architecture, and architecture's contribution to human development and the educational process are also discussed. (MLH)

ED 284 473 HE 020 529

Guide to Schools and Departments of Religion and Seminaries in the United States and Canada: Degree Programs in Religious Studies.
REPORT NO.- ISBN-0-02-921650-8
PUB DATE- 87
NOTE- 609p.; Compiled by Modoc Press, Inc.
AVAILABLE FROM- Macmillan Publishing Company, 866 Third Avenue, New York, NY 10022 ($90.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131) Reports - Descriptive (Program/Project Descriptions) (141) Books (010)
DESCRIPTORS- Admission Criteria; *Church Related Colleges; College Libraries; *College Programs; Degrees (Academic); Departments; Higher Education; Institutional Characteristics; Program Descriptions; *Religious Education; School Statistics; Student Costs; *Theological Education
IDENTIFIERS- *Canada; *United States

This guide profiles 703 programs and institutions granting degrees in theology, divinity, and other fields in the study of religion and religions. Profiles, arranged by geographic location, are included from 46 states (Delaware, Idaho, Nevada and Wyoming not represented), District of Columbia, Puerto Rico, and 7 Canadian provinces (Alberta, British Columbia, Manitoba, Nova Scotia, Ontario, Quebec, and Saskatchewan). In addition to describing the school or department of religion and the parent institution (when applicable), information is also provided on: campus and community environment, denominational affiliation (if any), accreditation, term system, enrollment and faculty statistics, admission requirements, costs, availability of financial aid, and housing accommodations. The library resources of the various institutions and special collections in the field of religion and theology are detailed where possible. The degree programs in religious studies are described in terms of their content and credit requirements. The descriptions often list broad groupings into which the courses fall. Special programs for clergy, lay persons, and others are briefly described. Also covered are religious services and activities that are offered to the entire student body. Addresses and phone numbers of the schools and the names of administrative officials are presented, along with institutional and denominational indexes. (SW)

ED 284 487 HE 020 565

LaPidus, Jules B.
Preparing Faculty: Graduate Education's Role.
PUB DATE- Jun 87
NOTE- 5p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- *College Faculty; College Instruction; *Doctoral Degrees; *Graduate Study; Higher Education; Intellectual Disciplines; *Postdoctoral Education; Research; Scholarship; Specialization; *Teacher Education; *Teaching (Occupation); Teaching Assistants; Undergraduate Study

Perspectives on graduate education and the preparation of college faculty are considered, as well as the roles of the undergraduate and postgraduate years, by the president of the Council of Graduate Schools. Undergraduates usually pursue graduate studies because of research and scholarly interests, and graduate education is almost always discipline-based. Ph.D. education, at least in the arts and sciences, is focused on turning out scholars rather than training college teachers. After graduate school, training in research is generally viewed as appropriate preparation for a faculty career.

Valuable experiences that could be emphasized during undergraduate education are general learning and bringing students interested in different disciplines the chance to share that excitement with other students through experiences like seminars. Using bright juniors/seniors to tutor beginning students can be a start in the recruitment process for teaching. Graduate schools can help develop effective programs for training graduate teaching assistants as college teachers. New Ph.D.s should be provided the chance to spend several years developing their teaching skills with the guidance of established faculty members. (SW)

ED 284 529 HE 020 845

Licata, Christine M.
Post-Tenure Faculty Evaluation. ERIC Digest.
Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-HE-87-6
PUB DATE- 87
NOTE- 3p.; This digest is a summary of "Post-Tenure Faculty Evaluation: Threat or Opportunity?" (ED 270 009).
CONTRACT- 400-86-0017
AVAILABLE FROM- ERIC Clearinghouse on Higher Education, George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036 (free with stamped, self-addressed envelope).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Descriptive (Program/Project Descriptions) (141) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Accountability; *College Faculty; Decision Making; Employment Practices; *Evaluation Methods; *Faculty Development; *Faculty Evaluation; Higher Education; *Personnel Policy; Rating Scales; Standards; Tenure; *Tenured Faculty
IDENTIFIERS- ERIC Digests
Factors that have led to post-tenure evaluation of faculty are considered, along with concerns that should be examined before designing a post-tenure review process. Post-tenure evaluation is not in opposition to the principle of tenure and to policy statements about tenure issued by the American Association of University Professors, provided that the evaluation is not used as grounds for dismissal and that any recommended dismissal is subject to normal academic due process. Those who support the process view it as a formative way to reinforce faculty growth and improve instruction. Some proponents also suggest its usefulness in decisions about merit pay, promotion, and dismissal for cause. Criticisms of the process include the view that it will devalue rigorous pretenure evaluation and will erode collegial relationships. Before starting a post-tenure review process, colleges should: clearly articulate the purpose of the evaluation; involve faculty in the design of the plan and make sure faculty and administrators agree about specifics; emphasize flexibility and individualization; and link faculty development and rewards and post-tenure evaluation. (SW)

TR

ED 284 614 JC 870 342

Gigliotti, Linda I.
An Adaptation of Cameron's Model of Organizational Effectiveness at the Academic Department Level in Two-Year Community Colleges. Working Paper Series No. 1-87.
Broome Community Coll., Binghamton, NY. Inst. for Community Coll. Research.
PUB DATE- 87
NOTE- 52p.; A summary of an Ed.D. Dissertation, Syracuse University.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrative Organization; *College Administration; *College Faculty; Community Colleges; Comparative Analysis; Department Heads; *Departments; Leadership Styles; Models; *Organizational Effectiveness; Participative Decision Making; *Teacher Attitudes; Two Year Colleges
IDENTIFIERS- *Cameron Model of Organizational Effectiveness
In November 1985, a study was conducted within 10 State University of New York community colleges to determine whether faculty and department heads in a profession-based department (i.e., Business) and a discipline-based department (i.e., English) had the same perceptions of organizational effectiveness characteristics and organizational culture types in their departments; whether faculty and department heads had the same perceptions of these areas; and whether selected demographic variables affected these perceptions. A survey instrument was mailed to 263 faculty and department heads asking respondents to indicate the extent to which they perceived certain organizational characteristics operating within their departments and the type of organizational culture present. Study findings, based on a 60% response rate or 158, included the following: (1) the maximum effectiveness dimensions were employee satisfaction, student educational satisfaction, system openness, and organizational health; (2) the lowest ratings were given to professional development and academic resources; (3) the "hierarchy culture," with its emphasis on technical expertise and a system of evaluation and direction, emerged as the dominant culture, followed by the "clan culture," with its emphasis on flexibility and individual differences; (4) junior faculty perceived their departments as more supportive and caring than their senior colleagues; and (5) there were no significant differences between the perceptions of the Business and English faculty regarding the organizational culture type of their departments. A literature review and a discussion of the Cameron model of organizational effectiveness are included. A 13-page bibliography is included. (EJV)

ED 284 628 JC 870 358

A Profile of 1984 Homebuyers. Teachers Instructional Packet, TIP-2A, Spring 1987.
Texas A and M Univ., College Station. Texas Real Estate Research Center.
PUB DATE- 87
NOTE- 54p.; For other Teachers Instructional Packets in this series, see JC 870 357-372.
AVAILABLE FROM- Texas Real Estate Research Center, Texas A & M University, Blocker Bldg., College Station, TX 77843 ($2.00).

LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Attitudes; *Business Education; Demography; Economic Factors; *Homeowners; *Individual Characteristics; Instructional Materials; Postsecondary Education; *Purchasing; *Real Estate; Real Estate Occupations; State Surveys; Teaching Guides
IDENTIFIERS- *Texas

Part of a series of classroom aids designed for real estate instructors, this instructional packet was developed to help real estate students understand the characteristics of Texas homebuyers. First, a summary profile of homebuyers is presented, indicating that: (1) the typical 1984 Texas homebuyer was married, was between 25 and 34 years old, and had a median family income of $43,500, more than double the median family income for Texans in general; (2) homebuyers had previously owned a home and were likely to purchase their new, larger residence in the same county or metropolitan area as their previous home; (3) their main reason for moving related to tax and investment advantages; (4) most spent three months or less looking for their new home and seriously considered less than five homes before deciding; (5) their choice was typically a three bedroom, two bath single-family home with 1,638 square feet; (6) the most important factors influencing choice were purchase price, layout and design, financial terms, and the neighborhood; and (7) the median price was $74,762 and the average mortgage payment was $782 per month. Next, information on the methods and findings of the 1984 Texas Homebuyers Survey is presented for the instructors, highlighting methodological features and research findings covered in 22 accompanying overhead masters. Finally, an evaluation form for the module is presented. (AYC)

ED 284 657 PS 016 671

Radin, Norma; Greer, Enos
Father Unemployment and the Young Child.
SPONS. AGENCY- Michigan Univ., Ann Arbor. School of Social Work.
PUB DATE- 86
NOTE- 36p.; A shorter version of this paper was presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Child Development; *Child Rearing; *Cognitive Ability; Comparative Analysis; Competence; *Employed Parents; *Fathers; Parent Child Relationship; Self Concept; *Unemployment; *Young Children

To examine the effects of paternal unemployment on young children, a study was conducted using a sample of 28 primarily white, working-class, intact families with a child aged 3 to 6. Half of the children were boys and half were girls; 16 fathers were working and 12 were jobless. Among the child variables assessed were verbal intelligence, children's perceptions of their own competence, and attendance at school. It was hypothesized that if the quantity and quality of paternal involvement in child rearing were greater with unemployed fathers, their children would be more competent. One major difference emerged between the two subgroups of children: children's perceptions of their own cognitive competence were lower in children of jobless men. The general similarity in competence between the children of working and jobless men meshed with other findings indicating that unemployed men were more involved in child care than working peers but were not more nurturant and did not provide more stimulating activities and resources for the children. A six-page reference list is included. (Author)

ED 284 688 PS 016 776

Jackson, Cynthia L.; And Others
Planning a Developmental Kindergarten Program: A Case Study.
PUB DATE- Jun 87
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Curriculum Development; *Developmental Programs; *Kindergarten; *Filot Projects; Primary Education; *Program Development; Student Needs
This paper reports on the planning of a pilot developmental kindergarten program for a school district that traditionally emphasized an academic kindergarten program. Background information is presented which explains the reasons for initiating the change. Steps taken to plan the program are explained, and a list of possible impediments to planning such a program is presented. (Author/PCB)

ED 284 703 RC 016 325

Hackett, Eugene de G.; McManus, James V.
An Intra Population Analysis of Migrant Student Performance Based on the Migrant Student Record Transfer System Data Base.
SPONS. AGENCY- Arkansas State Dept. of Education, Little Rock.
PUB DATE- 25 Aug 86
NOTE- 304p.; Some tables contain small print.
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; Age Differences; Age Grade Placement; Comparative Analysis; Databases; Elementary Secondary Education; Instructional Program Divisions; *Mathematics Achievement; *Migrant Education; *Online Systems; *Program Effectiveness; *Reading Achievement; *Skill Analysis; Test Norms
IDENTIFIERS- Impact; *Migrant Student Record Transfer System
Educational services data contained in the Migrant Student Record Transfer System (MSRTS) database were used to examine some effects of the migrant education program on student performance, and how student performance varied with the amount and duration of exposure to general and particular program components. Problems with using the MSRTS database for research were the absence of control groups and non-continuity of student data and the program. Reading, Language and Arithmetic sections of the Comprehensive Tests of Basic Skills and Reading and Arithmetic sections of the California Achievement Test scores were used to divide data into two groups: below grade and at/above grade. Data were analyzed using simple polynomial, multiple regressions, analysis of variance, and the General Least Squares Method. Independent variables were entry age, migrant status, grade level, test type, and reading, mathematics and arithmetic skills. Fifteen experimental sets were organized to measure various aspects of the program. Some findings were that migrant status, test types, and grade level produced significant differences in student performance; and entry age and grade level were highly correlated. Appendices include a discussion of the variables, population, tests, procedures, and results for each set; information on the population and samples; and an instructions manual containing statistical tables. (JMM)

ED 284 716 RC 016 418

Bull, Kay Sather
Rural Options for Gifted Education. ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 87
NOTE- 4p.
CONTRACT- 400-86-0024
AVAILABLE FROM- ERIC/CRESS, New Mexico State University, Department 3AP, Box 30001, Las Cruces, NM 88003-0001 (Free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Community Characteristics; *Community Support; Computer Uses in Education; Educational Technology; Elementary Secondary Education; Extracurricular Activities; *Gifted; *Individualized Education Programs; Mentors; *Program Development; *Rural Education; *School Community Relationship; Small Schools
IDENTIFIERS- ERIC Digests

Rural gifted programs should be developed by the consumers in rural communities and should focus on the needs and strengths of the community. The unique aspects of rural schools should be used to develop defensible community-based programs. General gifted education procedures, such as developing peer groups and psychologically secure environments, should be followed, but grouping provisions from larger urban settings are not generally appropriate. Curricula for gifted students should be modified in terms of rate of progress, control of content, and type of content. These content changes, as well as changes in instructional formats, may be accomplished or supported using modern technological means, particularly computers. When the local program requires it, teachers or students may be transported to off-campus locations to meet program goals. Support activities may be provided out of school, but these activities should be in addition to a regular education program for gifted students. (JHZ)

ED 284 371 EA 019 605

Stern, Joyce D., Ed.; Chandler, Marjorie O., Ed.
The Condition of Education: A Statistical Report. 1987 Edition.
Center for Statistics (OERI/ED), Washington, DC.
REPORT NO.- OERI-CS-87-365
PUB DATE- Sep 87

NOTE- 252p.; For 1986 edition, see ED 277 162.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (GPO Stock No. 065-000-00309-1; $12.00).
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; *Educational Assessment; Educational Environment; Educational Finance; *Educational Resources; *Educational Trends; Education Work Relationship; Elementary Secondary Education; Enrollment Trends; Ethnic Distribution; Expenditure per Student; Higher Education; *Outcomes of Education; Public Opinion; School Demography; *School Statistics; Statistical Analysis; Student Characteristics; Surveys; Teacher Attitudes
IDENTIFIERS- Department of Education

This annual report presents statistical information in a chartbook format on education indicators derived from studies conducted by the Center for Education Statistics and from other surveys and studies conducted within and outside the Federal Government. The first half provides indicators of the outcomes, resources, and context of elementary and secondary education. Outcome indicators are presented for student performance in general and for transitional skills at high school completion. Resource indicators cover fiscal, material, and human resources, while context indicators include student characteristics, aspects of the learning environment, perceptions of school teachers and the general public, and competency requirements for high school graduation and for teacher certification. The second half provides a similar set of indicators for postsecondary education. Outcome indicators include student achievement, trends in higher education attainment, degrees conferred, activities following graduation, and economic outcomes. Resource indicators focus on fiscal resources: expenditures per student, revenues, and Federal financial aid programs. Context indicators focus entirely on student characteristics: enrollments by type and control of institution, selected personal characteristics, and enrollment patterns by age groups and by ethnicity. Appended are supplementary tables and technical notes, a description of standard errors and their uses, sources of data, and a glossary. A complete index is provided. (TE)

ED 284 385 EC 200 202

Patrick, Dean Conley
Supervisory Style and Employee Performance in South Carolina's State Rehabilitation Agency.
PUB DATE- Feb 87
NOTE- 18p.; Paper presented at the Annual Southern Association of Agricultural Scientists Meeting, (84th, Nashville, TN, February 1-4, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Counselor Performance; *Disabilities; Evaluation Criteria; Leadership Qualities; *Leadership Styles; Performance Factors; Questionnaires; *Rehabilitation Counseling; *Rehabilitation Programs; State Agencies; Supervisory Methods
IDENTIFIERS- *South Carolina
This research study sought to contribute to the development of validated criteria for evaluating supervisory performance in the area of rehabilitation counseling. First, it analyzed the relationship between rehabilitation counselor ratings of their supervisors' leadership behaviors and performance outcomes of these same counselors. Second, it examined the relationship between self-reported ratings of supervisors' leadership behaviors and the average performance outcomes attained by counselors under their supervision. South Carolina State Rehabilitation Agency counselors (N=169) and supervisors (N=20) responded to the Leadership Behavior Description Questionnaire and to a demographic questionnaire. Two variables were used as measures of leadership style or behavior: (1) initiation of structure (e.g., well defined patterns of organization, clear channels of communication); (2) consideration (behaviors exemplifying mutual trust, respect, warmth). Production of Individual Work Rehabilitation Plans (IWRPs) and number of case closures were used as measures of counselor performance. A significant relationship was not shown between the consideration behavior of supervisors and the performance outcomes of counselors, but a strong relationship was demonstrated between leaders' initiation of structure behaviors and average total closures attained by counselors. Counselor production was also shown to be related to how a supervisor perceived his or her initiation of structure behavior. (JW)

ED 284 400 EC 200 218

Kucij, Daniel N.
Problems and Promises: Vocational Development for Disabled Youth in Honduras.
PUB DATE- 17 Dec 85
NOTE- 62p.; Paper presented at the Annual Convention of the Council for Exceptional Children (65th, Chicago, IL, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Developing Nations; *Disabilities; Educational Needs; Elementary Secondary Education; *Employment Opportunities; Foreign Countries; Interviews; *Needs Assessment; Qualitative Research; *Vocational Rehabilitation
IDENTIFIERS- *Honduras
Issues in vocational development for disabled youth in Honduras, Central America, were the focus of an intensive short-term qualitative research effort. Among the research objectives were identifying promising employment opportunities and determining areas where modest investments of technical assistance or other resources would have maximum impact. Researchers reviewed documents (previously completed surveys or reports) and on-site personal interviews with such individuals as employed and unemployed disabled youth, employers, parents of handicapped youth, technical assistance agencies, professional special education and rehabilitation personnel, and government officials. The introductory chapter is followed by nine chapters which deal with the following areas: problems and promises, the country, disabled people, employment/economy, employment of disabled youth, learning from experience, analysis and general observations, main findings and recommendations, and personal closing statements. A page of references concludes the document. The recommendations focus on activities to be conducted by an umbrella organization of special education, training, rehabilitation and advocacy groups. Activities will include a public awareness campaign, professional training, encouragement of integrated school services, and creation of three employment generation activities. (DB)

ED 284 413 EC 200 231

Berryman, Joan; And Others
Quality Assurance through Performance Evaluation of School SLPs in Georgia.

PUB DATE- 22 Nov 86
NOTE- 15p.; Paper presented at the Annual Convention of the American Speech-Language-Hearing Asssociation (Detroit, MI, November 21-24, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Certification; Competence; *Competency Based Teacher Education; Elementary Secondary Education; Job Performance; *Language Handicaps; *Personnel Evaluation; Special Education Teachers; *Speech Handicaps; *Speech Pathology; State Standards; *Therapists
IDENTIFIERS- Georgia

Two performance instruments used in Georgia for the assessment and certification of speech language pathologists (SLPs) are described. All school SLPs are required to attain a passing score on the written Teacher Certification Test for Speech-Language Pathologists (TCT-SLP). Analysis of test results from 1982 through May, 1986 indicated that 63% of the 655 SLPs who elected to take the test passed it on their first attempt. On-the-job evaluation is assessed by the Speech-Language Pathology Assessment Instrument (SPAI). From September, 1983 through January, 1986, 144 SLPs received first assessments with the SPAI; 37% reached proficiency in all seven of the following SLP competencies: (1) demonstrates program management skills; (2) uses screening and referral techniques; (3) obtains and uses diagnostic information; (4) plans for students and maintains records; (5) uses therapy approaches and materials; (6) stimulates and interacts with students to enhance student performance; and (7) uses therapy management skills. Steps in the SPAI revision process currently underway are described. (JW)

ED 284 429 FL 016 820

Axelrod, Melissa
Word-based Morphology: Some Problems from a Polysynthetic Language.
PUB DATE- Dec 86
NOTE- 16p.; Paper presented at the Annual Meeting of the Linguistic Society of America/American Association for Applied Linguistics (New York, NY, December 27-30, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adverbs; *Artificial Speech; *Athapascan Languages; Dialects; Language Patterns; *Linguistic Theory; Morphemes; *Morphology (Languages); Phrase Structure; Suffixes; *Syntax; Uncommonly Taught Languages; *Verbs
IDENTIFIERS- *Koyukon
Some of the problems inherent in a word-based hypothesis asserting that the word/stem is taken as the minimal sign not only for syntax but also for morphology are examined in an analysis of a polysynthetic language, Koyukon, an Athabaskan language of Alaska. Data from the Central dialect is considered in the analysis. A brief sketch of the verbal system of Koyukon is presented, followed by consideration of the following specifics of the word-based hypothesis: the Binary Branching Hypothesis and the No Phrase Constraint. The remainder of the paper outlines some of the complications involved in a computational analysis of Koyukon following a theory of word-based morphology. (CB)

ED 284 444 FL 016 850

Smith, William Flint, Ed.
Modern Media in Foreign Language Education: Theory and Implementation. The ACTFL Foreign Language Education Series.
American Council on the Teaching of Foreign Languages, Hastings-on-Hudson, N.Y.
REPORT NO.- ISBN-0-8442-9386-5
PUB DATE- 87
NOTE- 299p.; For individual papers, see FL 016 851-860.
AVAILABLE FROM- National Textbook Company, 4255 West Touhy Avenue, Lincolnwood, IL 60646-1975 (Item No. 93865, $14.60).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Collected Works - General (020) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Artificial Intelligence; *Computer Assisted Instruction; Computer Software; *Computer Uses in Education; Educational Research; *Educational Technology; Electronic Classrooms; Grammar; Instructional Development; Language Research; Linguistic Theory; *Media Selection; Program Development; Psycholinguistics; *Second Language Instruction; Teacher Education; *Teaching Methods; Theory Practice Relationship; Video Equipment
IDENTIFIERS- ACTFL ETS Language Proficiency Guidelines
Intended for language teachers at all levels, administrators, and researchers, this book presents essays on the use of educational technology in language teaching, focusing on the use of computer-assisted language learning (CALL). The writings suggest the principles that should guide CALL in curriculum, methodology, and research efforts; in the design and evaluation of software; and in teacher training. The text includes these chapters: "Problems and Prospects in Foreign Language Computing" (James P. Pusack); "Integrating Video and CALL in the Curriculum: The Role of the ACTFL Guidelines" (Robert Ariew); "Towards a Media-Specific Methodology for CALL" (David M. Weible); "Applying Pedagogical Principles to CALL Courseware Development" (David H. Wyatt); "Research on CALL" (Kathleen Marshall Pederson); "Relating Second-Language Acquisition Theory to CALL Research and Application" (Catherine Doughty); "A Psycholinguistic Perspective on Grammar and CALL" (Nina Garrett); "Artificial Intelligence and CALL" (John H. Underwood); "Language Teaching Approaches, the Evaluation of CALL Software, and Design Implications" (Philip L. Hubbard); "Teacher Training for CALL and Its Implications" (Constance O. Curtin, Stanley L. Shinall). The appendix lists criteria for the evaluation of CALL software. (CB)

ED 284 502 HE 020 586

Daresh, John C.
Emerging Trends in the Professorship in Educational Administration.
PUB DATE- Oct 85

NOTE- 15p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; *Educational Administration; Educational Background; Employment Experience; Higher Education; *Postsecondary Education as a Field of Study; School Surveys; *Teacher Characteristics; *Teacher Employment; *Teacher Qualifications

Results of a study of the characteristics of professors who have recently accepted positions in university educational administration are presented. Implications for improved practice and further research are suggested concerning trends for the future for the professorship in educational administration, and in the larger field of administrative preparation. Letters of inquiry were sent to 45 universities with faculty openings in educational administration during 1983-1984; 33 universities responded. The vitae of 25 faculty members who were hired were reviewed, along with comments provided by the search committee chairpersons. Findings include: (1) the majority (20 of 25) of individuals hired were men; (2) the average age of incoming faculty was 37 years old, with a range from 27 to 59 years old; (3) only 8 of the 25 newly hired faculty members were relocating from one university to another; (4) there was a near even split between faculty with Ed.D. degrees and faculty with the Ph.D. degree; (5) no single institution was responsible for the academic training of most new professors (i.e., the professors came from a number of schools); and (6) in only two cases were faculty members hired by institutions from which they had received their doctorates. (SW)

ED 284 517 HE 020 647

Olswang, Steven G.; Lee, Barbara A.

Faculty Freedoms and Institutional Accountability: Interactions and Conflicts. ERIC Digest 85-4.

Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 3p.; This digest is a summary of ED 252 170.
CONTRACT- 400-82-0011
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Freedom; *Accountability; Compliance (Legal); Faculty College Relationship; *Faculty Workload; Higher Education; *Intellectual Property; *Multiple Employment; Professional Autonomy
IDENTIFIERS- ERIC Digests

The increasingly complex environment in which colleges and universities now operate has spawned a set of requirements for accountability with which institutions and therefore faculty must comply. Although academic freedom and tenure provide important protections for faculty, they are not unlimited. At the same time, institutions face a myriad of new pressures and responsibilities, such as the need to account for monies from a variety of sources, and to deal with appropriate levels of outside faculty consulting and faculty internal workloads. There are pressures to review faculty performance in teaching, research, and service. In response primarily to external constituencies, colleges and universities are being compelled to confront areas of traditional faculty autonomy. Joint faculty/administrative groups should resolve such issues and institutional priorities for academic programming, workload and productivity expectations, faculty research contracts, sexual harassment, allegations of fraud in research, research products with patent potential, faculty evaluation measures, and professional ethics. (LB)

ED 284 545 IR 052 009

Williams, Jeffrey W.; And Others
Statistics of Public and Private School Library Media Centers, 1985-86 (with Historical Comparisons from 1958-1985).
Westat, Inc., Rockville, MD.
SPONS. AGENCY- Center for Education Statistics (OERI/ED), Washington, DC.
REPORT NO.- CS-87-361
PUB DATE- Apr 87

NOTE- 261p.
CONTRACT- OE-300-84-0262
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Secondary Education; *Learning Resources Centers; Library Collections; Library Expenditures; Library Facilities; Library Personnel; Library Services; *Library Statistics; *Private Schools; *Public Schools; Questionnaires; School Libraries; Tables (Data)

This report presents the results of a national survey on the status of the library media resources and services in elementary and secondary public and private schools in the United States in 1985. Also included are selected comparisons of survey results with the 1975 AASL (American Association of School Librarians)/AECT (Association for Educational Communications and Technology) Media Program Standards, and historical summary comparisons of public school statistics from 1958 to 1985 and private school statistics from 1979 to 1985. Data reported in 16 figures and 23 tables present survey findings on the growth of school library media centers; staff and volunteers; expenditures; collections; and services, usage, technology, and facilities. In addition, 39 reference tables provide data on public schools by level and size, public schools by state, and private schools by level, orientation, and size. Appendices include: (1) a description of the survey methodology; (2) tables of standard errors for selected items; (3) a summary of federal legislation in support of school library media centers; (4) a brief description of the methodologies of previous Office/Department of Education school library media center surveys; and (5) a summary comparison of the 1985 national survey with the 1983 survey of School Library Journal subscribers. The public and private school questionnaires are also provided. (KM)

ED 284 601 JC 870 327

Jacobs, James
The Training Needs of Michigan Automobile Suppliers: Initial Report.
Pan-African Documentation and Information System, Addis Ababa (Ethiopia).
SPONS. AGENCY- Industrial Technology Inst., Ann Arbor, MI.
PUB DATE- Jul 86
NOTE- 45p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; Educational Needs; *Employer Attitudes; Job Training; *Manufacturing Industry; Needs Assessment; *Nonschool Educational Programs; *School Business Relationship; State Surveys; *Technological Advancement; Trade and Industrial Education; Two Year Colleges
IDENTIFIERS- *Automobile Industry; *Michigan
In June 1985, a survey was sent by the Industrial Technology Institute to 397 Michigan automobile supplier firms concerning their industrial training in modern manufacturing technologies. The purposes of this survey were to investigate the training needs of Michigan automobile suppliers, with particular emphasis on how they met their training requirements in computer numerical control (CNC), computer-aided design (CAD), and statistical process control (SPC); to determine the future training needs of these companies; and to assess the general health of the automobile supplier industry in Michigan. Study findings, based on responses from 202 firms, included the following: (1) of the three technologies, SPC was the most commonly used by Michigan automobile suppliers, followed by CNC and CAD; (2) 44% of the firms that utilized CNC equipment used it for only 10% of their machining operations, and 88% used it for less than 40% of their operations; (3) 47% of the firms that utilized SPC used it for 70% or more of their activities; (4) there was a tendency in all three technologies to use training provided by vendors and private training companies; (5) most workers in all technologies received less than 40 hours of formal training; and (6) the fact that the system of vendor training in advanced technologies was dependent upon the skills brought to the training by the workers may be related to the respondents' desire for schools to emphasize the basic skills that would give employees the ability to learn the specific tasks associated with each technology. (EJV)

ED 284 642 JC 870 372

Harris, Jack C.
Structure of the Real Estate Brokerage Industry: Requiem for the Heavyweights? Teachers Instructional Packet (TIP) No. 16, Spring 1987.
Texas A and M Univ., College Station. Texas Real Estate Research Center.
PUB DATE- 87
NOTE- 37p.; For other Teachers Instructional Packets in this series, see JC 870 357-371.
AVAILABLE FROM- Texas Real Estate Research Center, Texas A & M University, Blocker Bldg., College Station, TX 77843 ($2.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Business Education; *Economic Factors; *Industrial Structure; Instructional Materials; *Organization Size (Groups); *Real Estate; *Real Estate Occupations; Small Businesses; Teaching Guides; Trend Analysis
IDENTIFIERS- *Real Estate Brokerage; Texas
Part of a series of classroom aids designed for real estate instructors, this instructional packet was developed to help real estate students understand requirements for structure of the Texas real estate brokerage industry. First, information is presented on real estate brokerage, touching upon the industry's growth and the expansion of brokerage firms, the factors behind the apparently decisive advantage of large firms, contrasting perceptions of the fate of independent brokerage operations, potential liabilities of national brokerage firms (e.g., high overhead costs, slow market activity, and the vulnerability associated with size), and future directions in the brokerage industry. Included in the presentation are tables headed "Average Distribution of Company Dollar for Various Types of Brokerage Firms," "Annual Sales Revenue by Franchised Firms, 1975-83," "Number of Franchised Establishments, 1975-83," and "Characteristics of Various Service Industries Relating to Industry Structure." The packet concludes with a series of overhead transparency masters keyed to the text. (EJV)

ED 284 674 PS 016 731

Howe, Nina
Socialization, Social Cognitive Factors and the Sibling Relationship.
PUB DATE- Apr 87
NOTE- 14p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Family Relationship; Infants; *Interpersonal Relationship; Mothers; Parent Role; *Perspective Taking; *Preschool Children; Preschool Education; *Siblings; *Social Cognition

Two separate studies suggest that the development of positive sibling relations may be related to siblings' social-cognitive skills (Stewart & Marvin, 1984) and the nature of mothers' conversations with their children (Dunn & Kendrick, 1982). The purpose of the present study was to provide a synthesis of these two studies and to demonstrate the patterns of their interrelationships. Thirty-two sibling pairs (with siblings aged 14 months and 3-4 years) and their mothers were observed for the quality of the sibling relationship and references by mothers or children to the baby's feelings and thoughts; the older child's caregiving and perspective-taking skills were also measured. Mother references to the child about feelings were associated with child references to the mother, thus supporting Dunn and Kendrick. Child references to the baby, but not mother-child references to each other, were associated with a positive sibling relationship. An association between preschooler's skill at adopting another's perspective and caretaking of the distressed infant (Stewart & Marvin, 1984) was not replicated. However, a positive association was found between caretaking and the baby's distress. Child references to the baby about feelings and thoughts, rather than mother-child references to each other about the baby, were associated with positive sibling behaviors in the Strange Situation and perspective-taking. Results are discussed within a family systems framework. Consideration of the baby's role in defining the nature of family relationships is presented. (Author/PCB)

ED 284 359 EA 019 572

Tracy, Saundra J.; Sheehan, Robert
Administrative Compensation: An Investigation of Factors Accounting for Salary Differentials.
PUB DATE- Apr 87
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Characteristics; Administrator Responsibility; *Administrators; Boards of Education; *Compensation (Remuneration); Educational Equity (Finance); Elementary Secondary Education; Research Needs; *Salaries; *Salary Wage Differentials; School Surveys; Sex Bias
IDENTIFIERS- *Ohio; Position Description Questionnaire
A study was done to determine whether administrator salaries in 14 Ohio school districts were a reflection of administrator responsibilities or of length of service, and to find what factors accounted for salary differentials. Although previous research suggests factors for assigning value to administrative positions, traditional salary structures are generally continued, resulting in unequal salaries. The Position Description Questionnaire gathered data from 293 administrators in the following areas: accountability and impact of decision making; responsibilities for students, staff, and budget; percentage of decisions cleared with the superior; knowledge and experience; public involvement; and demography. The questionnaire was revised, tested on 54 administrators of the instigating district, and given to the administrators of the other 13 districts. The results revealed that (1) daily salaries did not significantly differentiate between administrator salaries; (2) personal background, professional background characteristics, and characteristics of the present position accounted for the variations in salary; and (3) gender was an important determinant of salary. A school district's compensation program should reflect what is valued about each position; unequal salaries based on gender should be avoided; and future adjustments in salary structure should show a concern for

equity. (RG)

ED 284 460 HE 020 227

Orahood, Mary Alyce, Ed.
The Response of the Institution to External Forces: Proactive or Reactive? Conference Proceedings of the Southern Association for Institutional Research (Virginia Beach, Virginia, October 30-November 1, 1985).
Southern Association for Institutional Research.
PUB DATE- Nov 85
NOTE- 72p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Accreditation (Institutions); Accrediting Agencies; *College Administration; *College Planning; *Educational Finance; Enrollment Projections; Financial Policy; *Government School Relationship; *Higher Education; *Institutional Research; Program Evaluation; Self Evaluation (Groups); Student Recruitment
IDENTIFIERS- Bylaws; *Southern Association for Institutional Research

The proceedings of the 1985 conference of the Southern Association for Institutional Research (SAIR) is presented. The focus was preparing colleges to anticipate and respond to the demand of accrediting bodies, federal agencies, and state legislatures. Contents include: a conference agenda; a keynote address, summaries of pre-conference workshops, roundtables, concurrent sessions, and panels; business meeting minutes; and bylaws of SAIR. Topics of sessions/panels include: fiscal policy, enrollment projections, self-study for accreditation, tools for institutional research, accounting for external forces in college planning, student retention, and minority enrollment management. Abstracts of studies conducted by institutional researchers include the following topics: black participation in undergraduate education; sampling and statistical methods for evaluating faculty; evaluation of college programs 3 to 5 years after approval by the state; enrollment management; market research for college admissions; student withdrawal and retention; projecting cost behavior for planning and decision making; organizing and conducing a university planning process; decision support systems; and state budgeting. (SW)

ED 284 559 IR 052 025

Glistrup, Eva, Ed.
Education and Training of Librarians in Children's Librarianship.
International Federation of Library Associations and Institutions, The Hague (Netherlands).
REPORT NO.- ISBN-87-552-1321-9
PUB DATE- 86
NOTE- 138p.; Edited for the Section of Children's Libraries of the International Federation of Library Associations and Institutions (IFLA).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - General (020) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Children; Demography; *Developed Nations; *Developing Nations; Foreign Countries; Higher Education; *Inservice Education; *Librarians; *Library Education; Library Services; *Professional Training
IDENTIFIERS- *Childrens Librarians; International Federation of Library Associations

Intended as a practical tool for anyone who wishes to improve the education and training of children's librarians, this collection of reports is designed to provide ideas on how to analyze an education for children's librarians and tools for elaborating an education resting on local knowledge. The reports present the main features in the training and education of children's librarians in nine countries representing various stages of library development and different economic systems. In addition, each report is prefaced by a brief description of the economic, educational, and geographic conditions of the country being discussed. These reports provide descriptions of children's librarianship in the following countries: (1) Australia (Barbara Poston-Anderson); (2) Colombia (Margarita Munoz); (3) Cuba (Olinta Ariosa Morales); (4) German Democratic Republic (Irmgard Dressler); (5) Nigeria (Virginia W. Dike); (6) Norway (Inger Cathrine Spangen); (7) Spain (Nuria Ventura); (8) the United States (Selma Richardson); and (9) Zimbabwe (Roger Stringer). Also included is "Education and Training--Why and How? A Model Prepared for the Section of Children's Libraries," by Eva Glistrup (Denmark), Lena Skoglund (Sweden), and Inger Cathrine Spagen (Norway). An outline of a curriculum for the training of children's librarians that was distributed to the contributors of these articles is appended. (KM)

ED 284 573 IR 052 040

Beach, Alta, Comp.
Business Libraries in New York State. A Brief Guide for Business, Professional, and Research Users. Revised.
New York State Library, Albany.
PUB DATE- 86
NOTE- 38p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Academic Libraries; *Business; Interlibrary Loans; *Library Collections; Library Services; Publications; Public Libraries; *Resource Materials; *Special Libraries; State Libraries
IDENTIFIERS- *New York

Designed to help business firms, corporations, researchers, and others identify libraries with major collections in the fields related to business that are accessible to the public, this brochure may also inform library staff of sources of information in the field for their own networking and for referrals of library users. An expanded and updated version of a 1985 publication, the directory includes a total of 55 libraries located in the state of New York, most of which are open to the public and a few of which only accept interlibrary loans. General libraries with major business collections but no divisional units are also included. Arranged alphabetically by city, each entry includes the library's name, address, and phone number; contact person's name and title; library subject specialties; special collections; access policies; business publications; and holdings. A listing of the regents of the University of New York and of university, State Education Department, and New York State Library officials is also included. (KM)

ED 284 588 IR 052 058

Carr, Jo Ann; Zeichner, Kenneth
Academic Libraries and Teacher Education Reform: The Education of the Professional Teacher.
PUB DATE- Mar 87
NOTE- 21p.; In: Libraries and the Search for Academic Excellence. Proceedings of the Arden House Symposium (New York, New York, March 15-17, 1987); see IR 052 055.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Libraries; Access to Information; Curriculum Development; Graduate Study; Higher Education; *Instructional Material Evaluation; Librarians; *Library Role; Library Services; *Teacher Education; Teacher Education Programs; *User Needs (Information)
IDENTIFIERS- Collegiality; Course Integrated Library Instruction; *Information Skills
The reform of teacher education as envisioned by the Carnegie Task Force, Holmes Group, and National Commission reports in their recommendations for the creation of the professional teacher will change the characteristics of those involved in teaching. Academic libraries serving teacher education programs will most strongly feel the effects of the transformation of teacher education from an undergraduate to a graduate program, changes in the content of and balance between the academic and field experience components, and the increased professional autonomy of the teacher. Libraries must prepare to meet the demands of these new education students by providing a collaborative model for integrating information access skills into the curriculum and contributing to the professional autonomy of the teacher through shared expertise in information access, materials evaluation and analysis, and curriculum design. The adoption of a proactive position by academic librarians towards the integration of information access, materials analysis, and instructional design skills in the academic and clinical curriculum, and the willingness to work with faculty in strengthening resources for teacher education and providing a collegial model will encourage the development of the professional teacher. (KM)

ED 284 658 PS 016 678

Pendleton, Audrey
Preschool Enrollment: Trends and Implications. Center for Education Statistics Issue Paper.
Center for Education Statistics (OERI/ED), Washington, DC.
REPORT NO.- CS-87-424
PUB DATE- 86
NOTE- 20p.; Reprinted from: "The Condition of Education," 1986 edition; see ED 277 162.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Economic Status; Employed Women; *Enrollment Influences; *Enrollment Trends; *Preschool Education; School Demography; School Readiness
IDENTIFIERS- *Increasing Enrollment
This paper looks at the increase in preschool enrollment from 1970 to 1985. Family characteristics and how they relate to enrollment trends for three- and four-year-olds are examined. The implications of these patterns of enrollment are discussed in conjunction with expected changes in the demographic characteristics of preschool children in the coming decade. (PCB)

ED 284 689 PS 016 781

Robinson, Irene S.
A Program to Incorporate High-Order Thinking Skills into Teaching and Learning for Grades K-3.
PUB DATE- 87
NOTE- 110p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Reports - Descriptive (Program/Project Descriptions) (141) Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Cognitive Processes; *Creative Thinking; *Critical Thinking; Grade 3; *Inservice Teacher Education; Primary Education; Teacher Effectiveness; *Teacher Workshops; Teaching Methods
IDENTIFIERS- Blooms Taxonomy; *Higher Order Skills; Junior Great Books Program; *Thinking Skills
This practicum was designed to organize and implement an effective thinking skills program to enhance higher-order thinking in children. The program's goals were (1) to provide a series of in-service training sessions designed to improve participants' teaching skills and motivate participants to use various teaching strategies in order to bring about positive changes in the thinking processes of students; (2) to use the Junior Books program to further assist third grade children in thinking interpretively; and (3) to encourage teachers to practice in class effective teaching models that enable children to think on higher levels of complexity. The 18 teachers who participated in the implementation attended all in-service sessions, developed effective strategies for teaching thinking skills, and held positive attitudes toward the thinking skills program. In addition, the 78 participating third grade students showed positive gains on all levels of Bloom's Taxonomy of Educational Objectives. (PCB)

ED 284 332 EA 019 536

Ben-Dror, Gideon
Structural Reform in the Israeli Educational System: Lessons of Experience.
PUB DATE- Nov 86
NOTE- 16p.; Paper presented at the Edusystems 2000 International Congress on Educational Facilities, Values, and Contents (Jerusalem, Israel, November 16-21, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Advisory Committees; *Change Strategies; *Curriculum Development; Dropouts; *Educational Change; *Educational Objectives; Elementary Secondary Education; Enrollment Rate; Foreign Countries; Government School Relationship; School Desegregation; *School Organization; *Teacher Education; Teaching Methods
IDENTIFIERS- Ministry of Education and Culture (Israel)
In July 1969, an Israeli parliament decision instigated an educational reform focused on curriculum development, teacher education, new buildings, new equipment, and a change from 8 to 6 years in elementary school and from 4 to 6 years in secondary school. Dropouts, useless curricula, job market demands for better education, and integration and academic achievement needs necessitated the reform. Elements of the decision included implementation, teacher training, the future educational structure, establishing an advisory committee, and building junior high schools. A central committee, a subcommittee for administrative matters, and a subcommittee for teaching issues constituted the structure to execute the change. Teacher resistance, parent resistance, and financial restrictions obstructed the government's objectives. Among the ministry's strategies were public committees to obtain public support and the introduction of normative value-based and broad social goals. The first major objective--to raise the level of studies--was to be accomplished through counseling; attention to underprivileged students; and changes in curriculum, teacher training, teaching methods, and school structure. The second objective--integration--was to be achieved through new zoning and the eradication of the selection process. Results of the changes include increased enrollment, fewer dropouts, and byproducts such as discussions concerning Israeli society and the quality of education. (RG)

ED 284 346 EA 019 553

Splaine, Pam; Frankel, Steven M.
Seat Belts in School Buses: A Technical Analysis of the Literature.
Montgomery County Public Schools, Rockville, Md. Dept. of Educational Accountability.
PUB DATE- Aug 86
NOTE- 17p.; Exhibit contains small print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accident Prevention; *Accidents; Elementary Secondary Education; Injuries; *Restraints (Vehicle Safety); *Safety Equipment; *School Buses
IDENTIFIERS- *Montgomery County Public Schools MD
This report, prepared for the Montgomery County (Maryland) Public Schools superintendent and board members, identifies the questions concerning seat belt use in school buses, examines relevant literature, and draws some conclusions. According to the literature, seat belts are one of many alternative and interdependent safety devices built into buses. Consequently, this report addresses three specific issues: (1) seat belts in new buses, (2) seat belts compared to other safety features, and (3) retrofitting existing buses with seat belts. Regarding the first issue, information falls into three categories: (1) active research (crash simulation studies), (2) investigations (examination of real accident statistics), and (3) discussions by local and state agencies. The studies and testimony provide inconclusive evidence regarding safety benefits and problems of equipping school buses with seat belts. Installing seat belts on new buses or buying seat-belt-equipped buses are the best options. Many newer features mandatory since 1977 (additional riveting, strengthened roofs, shatter-proof windows, and compartmentalization) have greater potential than seat belts for preventing accident injuries. Concerning the third issue, results show that prestandard buses should not be fitted with seat belts. This report recommends replacing all 230 of Montgomery County Schools' older buses immediately. One exhibit showing an analysis of costs over a 30-month period is included. (MLH)

ED 284 430 FL 016 821

Byrnes, Heidi, Ed.; Canale, Michael, Ed.
Defining and Developing Proficiency. Guidelines, Implementations and Concepts.
American Council on the Teaching of Foreign Languages, Hastings-on-Hudson, N.Y.
PUB DATE- 87
NOTE- 141p.
AVAILABLE FROM- National Textbook Company, 4255 West Touhy Ave., Lincolnwood, IL 60646-1975 ($14.60).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Curriculum Design; Instructional Materials; *Language Proficiency; Language Skills; *Language Tests; *Program Development; *Research Needs; Teaching Methods; Test Use; Test Validity
IDENTIFIERS- *ACTFL ETS Proficiency Guidelines

This volume presents papers that dicusss the need for more systematic and rigorous research programs to monitor the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines and their various implementations. "A Progress Report on the ACTFL Proficiency Guidelines, 1982-1986" (David V. Hiple), traces the historical constellations that were operational in the development of the provisional guidelines in 1982. The 1986 Proficiency Guidelines are appended to this paper. "From Defining to Developing Proficiency: A Look at the Decisions" (Vicki Galloway) investigates the implications of the proficiency movement on curriculum design, elaboration of syllabi, appropriate classroom procedures, and pedagogical materials. "ACTFL's Current Research in Proficiency Testing" (Patricia Dandonoli) reports on efforts to shore up the testing component of the guidelines. "Language Proficiency Levels and the Typology of Texts" (James R. Child) proposes an independent typology of texts that will provide a formal rationale for establishing skill levels. "Second Language Acquisition: Insights from a Proficiency Orientation" (Heidi Byrnes) presents an urgent call for proficiency-related research. (CB)

ED 284 488 HE 020 566

Roddy, Mary Ellen; And Others
Qualifications and Productivity of Nontenure-Track Faculty.
PUB DATE- Apr 87
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-25, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Rank (Professional); Comparative Analysis; Higher Education; *Nontenured Faculty; *Personnel Policy; *Productivity; *Teacher Qualifications; Teacher Responsibility; Teacher Salaries; Teaching Conditions; Teaching Experience; *Tenured Faculty; Work Environment
The academic qualifications, experience, and productivity of nontenure-track and tenured/tenure-track full-time and part-time faculty at a state university are compared, based on the results of a 1985 study. Recommendations concerning working conditions and policy for nontenure-track faculty are also offered. Findings include: almost 87% of tenured/tenure-track faculty had earned doctorates, compared to about 32% of nontenure-track faculty; the average years of academic experience accrued by tenured/tenure-track faculty was 15.4 years, compared to 11.1 years for the nontenured-track faculty; the nontenured/tenure-track faculty clustered in the lower ranks of instructor and assistant professor, while tenured/tenure-track faculty clustered in the upper ranks of associate and full professor; the majority of nontenured-track faculty carried out extra classroom activities, such as preparing instructional materials; and the number of submitted and funded proposals written by the tenured and nontenured faculty groups did not significantly differ. Recommendations include: the university should provide a supportive academic environment and equitable salaries for nontenure-track faculty. (SW)

ED 284 615 JC 870 344

Carraway, Cassandra Todd
Identification of Topics for a Teacher Training and Resource Manual for a Child Abuse Primary Prevention Program. Curriculum and Program Planning Seminar.
PUB DATE- Feb 87
NOTE- 51p.; Ed.D Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Child Abuse; *Child Neglect; *Child Welfare; Literature Reviews; *Prevention; *Resource Materials; Teacher Responsibility; Teacher Student Relationship; *Teacher Workshops
The Garvey School District in Rosemead, California, received a grant from the Los Angeles County Office of Education to implement a Primary Prevention Program for child abuse and neglect. In order to implement the program, the District's Child Abuse Advisory Board was charged with the responsibility of developing suitable topics for a Teacher Training and Resource Manual. A list of topics compiled from a review of the literature was analyzed, discussed, and approved. The selected topics included the following: (1) the definition of a "Primary Prevention Program" (i.e., a training and educational program for children directed at preventing the occurrence of child abuse and at reducing the general vulnerability of children); (2) major goals of the program (i.e., to provide training sessions in the area of child abuse prevention to students, staff, and parents); (3) physical and behavioral indicators of child abuse, including physical abuse, physical neglect, sexual abuse, and emotional maltreatment; (4) the Garvey School District Board's policy on reporting child abuse; (5) cultural considerations related to the child-rearing practices of Hispanics and Asians; (6) supportive intervention techniques to be used by teachers; and (7) community resources. (EJV)

ED 284 704 RC 016 326

Schuyler, Nancy; Garcia-Hashas, Patty
A Look at Programs for Limited English Speakers. Austin Independent School District 1985-86. Executive Summary.
Austin Independent School District, Tex.
REPORT NO.- AISD-85-57
PUB DATE- 86
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bilingual Education; Bilingual Teacher Aides; *Bilingual Teachers; Cost Effectiveness; Elementary Secondary Education; *English (Second Language); Hispanic Americans; *Limited English Speaking; Mathematics Achievement; *Program Effectiveness; Reading Achievement; Transitional Programs; Vietnamese People
IDENTIFIERS- *Austin Independent School District TX

An examination of the effectiveness of programs for limited-English proficient (LEP) students in the Austin Independent School District (AISD) derived information on LEP student counts, programs and services for LEP students, program costs, and LEP student achievement. Information indicated that the count of LEP students was growing (3,042 in 1985-86), especially in kindergarten and first grade. Services provided to LEP students include transitional bilingual education and English as a second language (ESL). Bilingual/ESL certified teachers provided services to both Hispanic and Vietnamese students. Although the supply of certified teachers was increasing, staffing did not always match needs. Bilingual aides were assigned to assist with program implementation, but were not cost effective when compared with increases in student achievement. Since all LEP students could not be tested in English, English achievement could not be measured accurately; however, it appeared the AISD's bilingual/ESL program was helping LEP students' proficiency. Spanish-speaking LEP students remained below the national average, but were improving. Vietnamese students achieved above the national average in mathematics and language and were closing the gap in reading. Instructional remedies must be sought, however, to prevent gains of less than 1 grade equivalent per year for Spanish LEP students in grades 2 and 4. (JMM)

ED 284 386 EC 200 203

Behaviour: Resource Guide.
Ontario Dept. of Education, Toronto.
REPORT NO.- ISBN-0-7729-1548-2
PUB DATE- 86
NOTE- 53p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Affective Behavior; *Behavior Disorders; Classroom Environment; *Classroom Techniques; Elementary Secondary Education; Foreign Countries; *Humanistic Education; *Intervention; Models; Parent School Relationship; *Prevention; Student Behavior; Teacher Student Relationship

Intended for teachers of students with behavior problems, this manual provides information on developing and maintaining a positive classroom environment and managing specific behavioral difficulties. Major emphasis is placed on the importance of encouraging affective development among all students. The manual's first section addresses effective classroom management at the preventive level, offering a variety of specific ideas and strategies that may assist teachers in maintaining appropriate behavior and fostering cooperation in the classroom. The second section considers effective classroom management at the supportive level, providing a framework for designing a rational and consistent approach to a particular behavioral problem. A model for supportive intervention, which assists the teacher in observing and recording, analyzing and interpreting, planning and intervening, and evaluating, is also presented as well as three case studies exemplifying its application at the elementary, intermediate, and secondary levels. Appendices present two of the case study teacher records and a list of references and curriculum materials. (CB)

ED 284 474 HE 020 530

Redman, Barbara K., Ed.; Amos, Linda K., Ed.
Guide to Programs in Nursing in Four-Year Colleges and Universities. Baccalaureate and Graduate Programs in the United States and Canada.
American Association of Colleges of Nursing, Washington, D.C.; American Council on Education, Washington, D.C.
REPORT NO.- ISBN-0-02-901490-5
PUB DATE- Jan 87
NOTE- 472p.; American Council on Education/Macmillan Series on Higher Education.
AVAILABLE FROM- Macmillan Publishing Company, 866 Third Avenue, New York, NY 10022 ($90.00).
LANGUAGE- English
Document Not Available from EDRS.

PUB TYPE- Reference Materials - Directories/Catalogs (132) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Admission Criteria; Bachelors Degrees; College Programs; Doctoral Degrees; *Graduate Study; Higher Education; *Institutional Characteristics; Masters Degrees; *Nursing Education; *Postdoctoral Education; Program Descriptions; Tuition; *Undergraduate Study
IDENTIFIERS- *Canada; *United States

Descriptions of 592 institutions that offer baccalaureate, graduate, and postdoctoral nursing programs in the United States and Canada are provided. An introductory section discusses the history and nature of university-based nursing education, both baccalaureate and graduate. The profiles, which include a general description of the college, cover generic baccalaureates and baccalaureate completion by registered nurses as well as master's, doctoral, and post-doctoral programs; admission requirements and procedures; tuition costs; student life on campus; services for minority, non-English-speaking, and students with special needs; unique aspects of curriculum offerings and instruction; faculty research activities; the type of institution; library facilities; affiliations with health care facilities; college/university enrollment; the number of faculty in the school of nursing for 1985-1986; the academic calendar; and the sponsoring institutions. Member institutions of the American Association of Colleges of Nursing are identified. Special reference aids include: summary tables breaking out each type of program offered by state or province and institution, list of abbreviations, program index, and institution index. (SW)

ED 284 503 HE 020 589

Payne, Stephen L., Ed.; Charnov, Bruce H., Ed.
Ethical Dilemmas for Academic Professionals.
REPORT NO.- ISBN-0-398-05319-7
PUB DATE- 15 Jun 87
NOTE- 241p.
AVAILABLE FROM- Charles C. Thomas, Publisher, 2600 South First Street, Springfield, IL 62794-9265 ($29.75).
LANGUAGE- English
Document Not Available from EDRS.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141) Books (010)
DESCRIPTORS- Case Studies; Cheating; *College Faculty; College Instruction; Confidentiality; *Consultants; Employment Practices; *Ethics; Grading; Higher Education; *Moral Values; Personnel Policy; Professional Associations; Researchers; *Research Projects; Teacher Administrator Relationship; Teacher Responsibility; Teacher Student Relationship; Tenure; Writing for Publication

Ethical dilemmas faced by many academicians in the course of their work activities and role demands are described in eight articles and 24 case illustrations. Article titles and authors are as follows: "The Academician as Good Citizen" (Bruce H. Charnov); "Fundamental Means to Ethical Teaching" (Gordon A. Walter, Mary Ann Von Glinow); "Concern for Academic Research Participants" (Stephen L. Payne); "Ethical Issues in the Research Publication Process" (Donald J. Campbell); "The Academician as a Consultant" (Stephen L. Payne, Robert A. Desman); "Ethics in Professional Organizations" (Rose Knotts); "The Faculty-Administrative Relationship: (Lynn Godkin); and "Concluding Remarks" (Stephen L. Payne, Bruce H. Charnov), which has to do with integrative cases. Other cases concern: student-faculty relations, value conflicts among faculty, using graduate students to grade advanced undergraduates' projects, student cheating on tests, grading athletes, disclosure of confidential information obtained in research, the right of administrators to influence faculty conduct in scholarly inquiry, writing multiple papers for publication from one database, college policy concerning faculty consulting work, promotion decisions, the tenure process, sexual harassment, and external teaching. Responses by faculty members to the cases are appended. (SW)

ED 284 518 HE 020 648

Richardson, Richard C., Jr.; Bender, Louis W.
Students in Urban Settings: Achieving the Baccalaureate Degree. ERIC Digest.
Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-HE-86-1
PUB DATE- 86
NOTE- 3p.; This digest is a summary of ED 265 798.
CONTRACT- 400-86-0017
AVAILABLE FROM- ERIC Clearinghouse on Higher Education, George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036 (free with stamped, self-addressed envelope).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Academic Aspiration; *Academic Persistence; *Articulation (Education); *Bachelors Degrees; College Role; *College Transfer Students; Community Colleges; Higher Education; Minority Groups; Public Colleges; Student Characteristics; *Two Year College Students; *Urban Universities
IDENTIFIERS- ERIC Digests

Factors that affect the attainment of a bachelor's degree by urban students are outlined. The demographic profile of American school children makes it clear that problems for urban colleges and universities will grow in the years ahead. There is a correlation between income and education achievement; low income students do not achieve, persist, or complete programs of study in the same proportion as middle or upper income students. The public urban universities and community colleges must deal with the situation and have placed considerable emphasis on establishing a supportive environment for minority students and on providing academic support to underprepared students. Policies and activities that can enhance transfer of community college students into upper division programs include: (1) university scholarships for transfer students; (2) reserved dormitory space for mid-year transfers; (3) coordination of veterans' benefits; (4) joint faculty events and counseling exchanges; and (5) dual enrollment, where a transfer student is paired with a peer for easier adjustment. (LB)

ED 284 530 IR 012 625

Leeman, Ruedy W.
Design and Curriculum Considerations for a Computer Graphics Program in the Arts.
PUB DATE- 85
NOTE- 109p.; Master's Thesis, Ohio State University.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Art Education; *Computer Graphics; Course Content; Curriculum Design; *Curriculum Development; Degree Requirements; *Educational Philosophy; Higher Education; Interdisciplinary Approach
This history and state-of-the-art review of computer graphics describes computer graphics programs and proposed programs at Sheridan College (Canada), the Rhode Island School of Design, the University of Oregon, Northern Illinois University, and Ohio State University. These programs are discussed in terms of their philosophy, curriculum, student requirements, and concerns, and their relationships with one or more of the following curriculum orientations are explored: (1) behavioral, (2) subject/disciplines, (3) social, (4) developmental, (5) cognitive process, (6) humanistic, (7) transpersonal, and/or (8) technological. This analysis of existing programs is designed to serve as an aid in the development of a usable curriculum orientation for computer graphics, and design and curriculum requirements for a proposed computer graphics program for the arts are outlined. Flexibility is emphasized as a necessary ingredient for a computer graphics curriculum. (MES)

ED 284 546 IR 052 010

Data Processing: Status of Agriculture's Electronic Dissemination of Information System. Fact Sheet for the Chairman, Subcommittee on Government Information, Justice, and Agriculture, Committee on Government Operations, House of Representatives.

General Accounting Office, Washington, D.C.
REPORT NO.- GAO/IMTEC-87-7FS
PUB DATE- Jan 87
NOTE- 24p.; Information Management and Technology Division B-225251.
AVAILABLE FROM- U.S. General Accounting Office, PO Box 6015, Gaithersburg, MD 20877 (1-5 copies are free; additional copies are $2.00 each prepaid).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Agriculture; *Contracts; Costs; Formative Evaluation; *Information Dissemination; Information Networks; Information Processing; *Information Systems; Information Transfer; *Online Systems; User Needs (Information); *User Satisfaction (Information)
IDENTIFIERS- Contractors; Department of Agriculture; *Electronic Dissemination of Information System; Market News Network; Service Quality

Written in response to a request to review the implementation of the Department of Agriculture's Electronic Dissemination of Information (EDI) system, this fact sheet discusses the performance of the contractor operating the system and the role of EDI in the Department of Agriculture's overall public dissemination activities. A letter from the associate director of the Information Management and Technology Division of the General Accounting Office provides summary responses to the following subcommittee questions: (1) Is the contractor meeting required deadlines for providing service to the public and to the Department of Agriculture users? (2) Are the quality of service and the range of data offered by the contractor consistent with the objectives of the EDI system? (3) Is the contractor offering retail information services in violation of the terms of the contract? (4) Are the charges to public users of the system consistent with the terms of the contract? and (5) What is the relationship between the Agricultural Marketing Service's Market News Network and the EDI system, and what coordination exists? More detailed responses to the subcommittee's questions, including a description of the system and discussion of the objectives, scope, and methodology of the investigation are appended, together with the subcommittee's letter of request. The two appendices constitute the major part of this report. (KM)

ED 284 574 IR 052 041

Lupone, George

Cleveland State University Libraries Automation Planning Report.
Cleveland State Univ., OH. Univ. Libraries.
PUB DATE- 86
NOTE- 299p.; Contains numerous hand-written flowcharts that will reproduce poorly.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Libraries; Flow Charts; Higher Education; *Library Automation; Library Catalogs; *Library Planning; Library Services; *Needs Assessment; Objectives; *Online Systems; Questionnaires; Specifications; *Systems Analysis; User Needs (Information)
IDENTIFIERS- *Cleveland State University OH; Retrospective Conversion (Library Catalogs)

This report reviews the eight-month process of planning for library automation undertaken by the Cleveland State University libraries late in 1984. Following an overview of the planning process, a listing of goals is presented, and six documents developed as a result of the process are provided. "Review of Current Systems" includes descriptions, statistics, and flow charts for the functions of collection development/acquisitions; cataloging; serials check-in and binding; accessing bibliographic and holdings information; circulation; and the special areas of archives, art, audio/music, CurrMats, and films. "User Needs," a description of the development, administration, and analysis of a questionnaire designed to ensure that the needs of the users would be met for access and other services, also includes preliminary report statistics, the user questionnaire, cover letters, and related correspondence. "Specifications for Online Systems" delineates general requirements; system requirements; and requirements for database preparation, acquisitions, cataloging, serials, an online public access catalog, and circulation. In addition, "Interfaces" provides a brief outline of issues requiring attention before a request for proposal is prepared; "Retrospective Conversion" summarizes the work of the Retrospective Conversion Task Force; and "Priorities" describes the library's strategy for implementing an online system. A glossary and a 23-item bibliography are also provided. (KM)

ED 284 629 JC 870 359

Principles and Practices of Managing Rental Housing. Teachers Instructional Packet, TIP No. 3, Fall 1984.
Texas A and M Univ., College Station. Texas Real Estate Research Center.
PUB DATE- 84
NOTE- 31p.; For other Teachers Instructional Packets in this series, see JC 870 358-372.
AVAILABLE FROM- Texas Real Estate Research Center, Texas A & M University, Blocker Bldg., College Station, TX 77843 ($2.00).

LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Business Education; Housing Industry; Instructional Materials; *Landlords; *Real Estate; *Real Estate Occupations; Teaching Guides
IDENTIFIERS- *Tenants; *Texas

Part of a series of classroom aids designed for real estate instructors, this instructional packet was developed to help real estate students understand the principles and practices of managing rental property. First, an evaluation form for the packet is presented. Next, a summary is provided for the instructor of some basic principles of property management based on a 1982 survey of Texas Apartment Association representatives. This summary, which is keyed to accompanying overhead masters, covers: (1) the role and responsibilities of property managers; (2) the most common errors of inexperienced property managers; (3) determining rental values; (4) frequency of rental reviews; (5) best ways to advertise, qualify a tenant, and handle delinquent rents; (6) non-eviction removal of tenants; (7) dealing with tenants who violate the lease; (8) frequency, causes, and avoidance of litigation; (9) tenants', managers', and unreasonable complaints; (10) problem tenants; (11) maintenance and repair; (12) types of insurance coverage; and (13) advice for new property managers. Finally, the 21 overhead masters are presented. (AYC)

ED 284 643 JC 870 374

Arts Education in American Community Colleges. Interim Report.
Center for the Study of Community Colleges, Los Angeles, Calif.
SPONS. AGENCY- Ford Foundation, New York, N.Y.

PUB DATE- Jun 87
NOTE- 78p.
GRANT- 860-1095
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Research/Technical (143)
DESCRIPTORS- *Art Education; Community Colleges; Courses; *Fine Arts; Literature Reviews; Majors (Students); National Surveys; *Research Methodology; *Student Characteristics; Student Educational Objectives; Theater Arts; Two Year Colleges; *Two Year College Students; Visual Arts

The study described in this report was conducted by the Center for the Study of Community Colleges to assess the status of two-year college education in the fine and performing arts. Part I includes a review of available literature on arts education at community colleges and relates that literature to issues raised by others writing about arts education at high schools and universities. The review focuses on: (1) arts education at the elementary and secondary levels; (2) postsecondary issues, including the degree to which the arts and arts faculty have been integrated into the college and university community and the degree to which the arts serve various educative functions; and (3) arts education as part of the community college's transfer, community service, vocational education, and general education functions. Part II presents the methodology and initial findings of a student survey designed to ascertain students' reasons for enrolling in arts education programs, the extent of their past and present involvement, their most likely future involvement, and their satisfaction with the programs. Finally, part III includes a classification scheme and tally of credit courses offered in the fine and performing arts in community colleges nationwide. Within this section, tables display the percent of classes offered in the visual arts, dance, music, and theater and in each sub-area within those fields; and show the percent of classes that carry prerequisites. Specifications for the course counts are also included. (EJV)

ED 284 659 PS 016 690

Colby, Anne; Damon, William
The Personification of Moral Values Through the Designation of Moral Exemplars.
PUB DATE- Apr 87
NOTE- 17p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; *Criteria; *Identification; Individual Characteristics; Interviews; *Moral Values
IDENTIFIERS- *Personification
The purpose of this study was to determine the manner in which one highly sophisticated sample of moral thinkers personify their moral values through the selection of moral exemplars. Participants, designated "nominators," were 22 distinguished scholars who had devoted much of their professional lives to thinking and writing about morality and related issues. These individuals included psychologists, philosophers, theologians, political scientists, and historians. The sample was chosen to represent the range of American political ideology and to include men and women, blacks and whites, and Jews, Catholics, and Protestants. Each nominator was given a semi-structured interview lasting about 2 hours during which a preliminary list of criteria offering a basis for identifying moral exemplars was presented for comment and modification. Nominators were also asked to provide a list of living persons who exemplified the revised criteria, as well as comments on the appropriateness of exemplars suggested by other nominators. Reasons behind each nominator's suggestions were thoroughly explored. Results concerning characteristics of the nominations are discussed and preliminary and revised criteria for defining moral exemplars are listed. Contrary to expectations, the revised set of criteria was acceptable to the sample of nominators. (RH)

ED 284 717 SE 047 593

Suydam, Marilyn N.
Evaluation in the Mathematics Classroom: From What and Why to How and Where. Revised Edition.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 86
NOTE- 55p.; For first edition see ED 086 517.
CONTRACT- 400-86-0016
AVAILABLE FROM- SMEAC Information Reference Center, The Ohio State University, 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($8.50).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Attitude Measures; Cognitive Development; Criterion Referenced Tests; *Elementary School Mathematics; Elementary Secondary Education; *Evaluation Methods; Mathematics Education; *Mathematics Instruction; Norm Referenced Tests; *Secondary School Mathematics; Standardized Tests; Student Attitudes; *Test Construction
This document discusses the role and the scope of evaluation in the mathematics classroom. The scope of mathematics objectives to be evaluated, the scope of evaluation purposes in the mathematics classroom, and the scope of evaluation procedures are noted. Specific comments are made on various evaluation procedures, including: (1) observations; (2) interviews; (3) inventories and checklists; (4) attitude scales; (5) criterion-referenced tests; (6) norm-referenced tests; (7) standardized tests; and (8) diagnostic tests. Both general and specific suggestions for planning tests and for writing various test items are included. Types of test items discussed include multiple choice, true-false, matching, completion and essay. An extensive list of selected references is included to direct attention to documents which will provide additional help. (TW)

ED 284 372 EA 019 611

Liontos, Demetri
Collaborative Bargaining in Education. ERIC Digest Series, Number 20.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, D.C.
PUB DATE- 87
NOTE- 4p.
CONTRACT- OERI-R-86-0003
AVAILABLE FROM- Publications, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Collective Bargaining; *Cooperative Planning; Educational Cooperation; Elementary Secondary Education; *Employer Employee Relationship; Intergroup Relations; Interprofessional Relationship; *Labor Relations; Morale; *Participative Decision Making; Unions
IDENTIFIERS- *Collaborative Bargaining; ERIC Digests
Adversarial collective bargaining often leads to lingering resentments. Collaborative bargaining, conversely, is a problem-solving approach to contract negotiations based on common interests and mutual respect. It is estimated that at least 500 school districts nationwide incorporate major elements of the collaborative approach in their collective bargaining. Elements that help to foster cooperation are trust and respect for colleagues. For school districts to incorporate collaborative bargaining in their negotiations, they should: obtain information and resources about what others using this approach have done; attend courses or workshops; and establish joint committees to work on school problems. (TE)

ED 284 401 EC 200 219

Kotze, J. M. A.
Educational Aid to Parents of Young Handicapped Children.
PUB DATE- Jul 86
NOTE- 21p.; Paper presented at the World Congress of O.M.E.P. the World Organization for Preschool Education (18th, Jerusalem, Israel, July 13-17, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Counseling; *Disabilities; *Educational Needs; Educational Philosophy; Elementary Secondary Education; Emotional Adjustment; *Family Problems; *Parent Education; *Parent Role

The paper examines educational needs of the parents of handicapped children from an international perspective. Noted are common reactions and behaviors of parents including shock, embarrassment, denial of the problem, projection of blame and suspicion, fear and anxiety, and guilt and self-reproach. The impact of the handicapped child on the family is characterized as increasing financial pressure, restricting social activities, requiring role changes, and making continuous demands. A philosophy of education is proposed which stresses the dialogical character of education (an interactional relationship between a mature person and the child) and a linear dynamic movement from childhood to adulthood. Problematic education situations are contrasted by prospectless behavior of students and a circular (rather than linear) dynamic movement. Specific types of educational assistance recommended for parents of disabled children are the following: communication of diagnostic results and accompanying advice to parents; redefining the problem for parents; explaining the child's problem to the parents; and engagement of parents in coordinated educational endeavors. (DB)

ED 284 414 FL 016 254

Greenwood, John
The Language of Literary Texts.

PUB DATE- 83
NOTE- 11p.; Paper presented at the Martina France Conference (Italy, 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Creative Writing; *English; *English Literature; Fiction; *Language Styles; *Language Usage; Literary Criticism; Literary Devices; *Literary Styles; *Literature Appreciation; Second Language Instruction; Second Language Learning

A stylistic approach to the teaching of English literature is required--one that focuses on the use of specific language styles instead of the traditional singular focus on theme. The only justification for studying English literature in its original language (i.e., English) is because the language used by the writer is a crucial element in the literary creation. Analysis of the use of linguistic repetitions (use of proper nouns instead of pronouns, the same verb tense, the same noun phrases) in English literature shows how certain themes and styles are created and carried throughout literary works. The teaching of English literature must focus on the linguistic style of the writing as well as on the theme. (CB)

ED 284 445 FL 016 851

Pusack, James P.
Problems and Prospects in Foreign Language Computing.
PUB DATE- 82
NOTE- 28p.; In: Smith, William Flint, Ed. Modern Media in Foreign Language Education: Theory and Implementation. The ACTFL Foreign Language Education Series; see FL 016 850.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Authoring Aids (Programing); *Computer Assisted Instruction; *Computer Software; Computer Uses in Education; Educational Technology; Equipment Utilization; Individualized Instruction; *Instructional Development; Item Banks; Language Proficiency; Language Skills; *Language Teachers; Pattern Drills (Language); Programing Languages; *Second Language Instruction
The problems and prospects of the field of foreign language computing are profiled through a survey of typical implementation, development, and research projects that language teachers may undertake. Basic concepts in instructional design, hardware, and software are first clarified. Implementation projects involving courseware evaluation, textbook packages, generic packages, and orchestrated miscellany are discussed. Development projects described involve drills and games using simple templates, customization of modifiable packages, practice or diagnosis using an authoring tool, short-answer drill using a programming language, self-contained tutorial units, utility programs to manage instruction, branching tutorials using an authoring language, generative drill for simple structural features, simple reading comprehension exercises, and adventure games using preprogrammed models. Among research projects described are those involving comprehensive tutorials with recordkeeping, drill or tutorial with animated graphics, authoring tools for grammar or reading, large databases for structure and reading practice, complex simulations of target culture situations, language understanding projects, and validated placement and proficiency tests. (CB)

ED 284 560 IR 052 026

Oberhauser, Otto; Wawrosch, Josef
Fragebogen zur Benutzerforschung. (Questionnaire for a Library User Study.) Report UBTUW-85-009.
Technische Univ., Vienna (Austria). Universitatsbibliothek.
REPORT NO.- ISBN-3-85448-008-3
PUB DATE- 85
NOTE- 81p.
LANGUAGE- German
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; Developed Nations; Foreign Countries; Higher Education; Library Catalogs; Library Facilities; Library Instruction; *Library Services; Questionnaires; Surveys; *User Needs (Information); *User Satisfaction (Information); *Use Studies
IDENTIFIERS- *University of Technology (Austria)
This report is a documentation of the questionnaire that was used for a user survey conducted by the University Library of the Technische Universitat Wien (University of Technology, Vienna, Austria) in 1979-80. The survey entailed interviewing 692 faculty as well as 1,319 students on the following topics: (1) social variables; (2) research and study work; (3) information sources, needs and supply; (4) library use, including frequency patterns and relevant reasons; (5) use and evaluation of the university's main library; (6) acquaintance with and use of the library's catalogs; (7) catalog searching behavior; (8) evaluation of the opening hours of the main library; (9) experiences with information services in the library; (10) experiences with and opinions concerning library user instruction; (11) use of the library's publications; (12) evaluation of the centralized acquisitions services; (13) teachers' interest in cooperation, including book selection and subject cataloging; and (14) a new building to be constructed for the main library, including library organization, book presentation, and interior design. Both the faculty and student versions of the questionnaire are included, as well as information on the questionnaire design, questionnaire formulation, and typographical layout. A bibliography on library user research in Austria and West Germany is also provided. (Author/KM)

ED 284 602 JC 870 329

Report on Enrollment, Fall 1986. California Community Colleges. Report 871.
California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- Jun 87
NOTE- 156p.; Prepared by the Research and Analysis Unit. Document contains a few pages printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Community Colleges; Demography; *Enrollment; Profiles; State Surveys; *Student Characteristics; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *California

A profile is provided of the demographic and academic characteristics of over 1.2 million California community college students who were actively enrolled as of the first attendance accounting period in the fall 1986 term. Sections I and II present enrollments by district and college, focusing on number and percent of full-time, part-time, and noncredit students; student gender and ethnicity; age; credit enrollment by credit unit workload attempted; weekly student contact hours for regularly scheduled census credit classes and total potential hours of attendance for positive attendance classes. Section III looks at district enrollments by type of student (i.e., full-time, part-time, and noncredit), including data on gender and ethnicity, age, high school completion status, level of academic achievement, enrollment status, residency status, citizenship status, and student goal. Appendices provide data from fall 1985. (AYC)

ED 284 675 PS 016 732

Popwell, Emma Pace
The Preschool Nonattenders: The Relationship of Alternative Child Care Arrangements to Kindergarten Readiness.
PUB DATE- Apr 87
NOTE- 44p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Child Caregivers; Comparative Analysis; *Day Care Centers; Demography; *Educational Experience; *Family Day Care; *Kindergarten Children; Parents; *Preschool Education; Program Effectiveness; *School Readiness
IDENTIFIERS- *Home Child Care
The study explored whether combinations of child care arrangements and sociodemographic characteristics were associated with kindergarten readiness, similar to the common effects for formal preschool intervention programs. The profile of preschool nonattenders was compared to kindergarten students within the same school who attended formal preschool programs. A sample of 579 kindergarten students with no significant preschool experience was identified at 23 schools. A Day Care Survey mailed to parents was used to collect information on the description and the educational dimensions of the alternative child care arrangement used by parents during the day on weekdays, the year preceding the child's enrollment in kindergarten. The reports of assessment results for the Developmental Indicators for the Assessment of Learning (DIAL) and the Ready Steps Language Survey were used as measures of kindergarten readiness. The findings indicated that certain combinations of sociodemographic characteristics and educational dimensions of the alternative child care arrangement were associated with a high level of kindergarten readiness; and that kindergarten students with this combination of variables in the alternative child care setting demonstrated a level of readiness equal to the average for students within the same school who attended formal preschool programs. (Author/PCB)

ED 284 690 PS 016 782

Operach, Paul M.
Increasing Awareness of Child Find for Preschool Children through Videotape Presentations at Community and Day Care Centers.
PUB DATE- 87
NOTE- 60p.; Practicum Report, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Research/Technical (143)
DESCRIPTORS- Community Surveys; Disabilities; Handicap Identification; *Outreach Programs; *Preschool Children; Preschool Education; Public Schools; School Community Relationship; *Screening Tests; *Social Services; *Urban Areas; Videotape Recordings
IDENTIFIERS- *Child Find; *Special Needs Children
Child Find is the name of a public school outreach effort to identify 3-, 4- and 5-year-old children in need of supportive services. This practicum addressed the need to extend Child Find activities in an urban setting. The goals of the practicum were to (1) expand the Child Find effort using an existing program, (2) develop a videotape about Child Find for use in the community, and (3) communicate the importance of Child Find to community members. Fifteen professionals and 52 community members took part in the practicum. All participants attended presentations, which included a showing of the videotape, and completed a questionnaire designed to assess responses to the videotape. The outcomes of the practicum indicated increased awareness and knowledge of the Child Find process and of the public schools' programs. The videotape and discussions stimulated interest and curiosity. (Author/PCB)

ED 284 333 EA 019 538

Pavan, Barbara Nelson
Aspiration Levels of Certified Aspiring and Incumbent Female and Male Public School Administrators.
PUB DATE- Apr 87
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; Administrators; *Career Choice; Comparative Analysis; Elementary Secondary Education; Employed Women; Higher Education; *Occupational Aspiration; *Occupational Mobility; Predictor Variables; *Professional Development; Professors; Public Schools; *Sex Differences; Sex Role; Statistical Analysis
To determine if women or men have lower aspiration levels for school administrative positions, male and female administrative certificate holders were asked for their ultimate career goal. The most frequent response was superintendent (36 percent), followed by elementary principal, out of education, and professor (12 percent for each choice). The next anticipated job was out of education (21 percent), superintendent (17 percent), elementary principal (15 percent), secondary principal (13 percent), and assistant superintendent (12 percent). The ultimate goal would be sought in 4.9 years with the next job move in 2.7 years. The choice of ultimate career goal is influenced by aspirant-incumbent position, possession of a doctorate, age of children, and gender. Gender differences, however, disappear for all but those holding the superintendent certificate, when the analysis is by gender and certificate held. In addition to the variables mentioned thus far, age and marital status also influence choice of the next

anticipated position. Implications of the study for assisting women to gain administrative positions are suggested for state departments, universities, school boards, and professional organizations. Two reference pages and appendices of data conclude the report. (Author/CJH)

ED 284 360 EA 019 573

Townsend, David
Teacher Supervision and Evaluation Policies in Selected Alberta School Jurisdictions, 1983-1986; A Summary of Research, Opinion and Recent Experience Relative to Implementation.
Alberta Dept. of Education, Edmonton.
PUB DATE- Apr 87
NOTE- 32p.; Produced under contract by the Medicine Hat School District No. 76.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrator Role; Educational Change; *Educational Policy; Elementary Secondary Education; Foreign Countries; Inservice Education; Participative Decision Making; Personnel Management; *Program Effectiveness; *Program Implementation; School Effectiveness; *School Policy; State Programs; Teacher Administrator Relationship; *Teacher Evaluation; *Teacher Supervision
IDENTIFIERS- *Alberta; Policy Implementation
This monograph focuses on the implementation process that has been a concern of school jurisdictions since the teacher evaluation policy became mandatory in Alberta, Canada, in 1985. Research has shown that school systems are adept at developing written policy but much less successful at putting that policy into effective operation. This overview of implementation emphasizes those structures, activities, and procedures that have enhanced implementation and those that may militate against success. This study will examine how the successful implementation of new policies in school jurisdictions may be influenced by factors such as: (1) the roles played by key participants in the process; (2) the perceptions of professional staff with respect to the "real" purposes of any new policy, as opposed to stated purposes; (3) the discrepancies that develop between stated purposes and evolving practices; (4) the extent to which key participants understand how change occurs in school systems; (5) the influence of constraints such as time and resources; (6) the actual implementation strategies that are employed; and (7) and the amount and type of training that is provided. An example of an inservice training model that was successfully adopted in a school system is presented in table form. The report concludes with recommendations about training that evolves by professional growth and attention to important professional concerns. (CJH)

ED 284 461 HE 020 438

Willson, John
Dilemmas of the Christian College Athlete.
Hillsdale Coll., MI.
PUB DATE- May 87
NOTE- 9p.; Paper presented at a Center for Constructive Alternatives Seminar (Hillsdale, MI, October 5-9, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Athletes; Athletic Coaches; *Christianity; *Church Related Colleges; *College Athletics; Higher Education; *Moral Development; Religion; *Sportsmanship; *Student Development; Teamwork; Values
IDENTIFIERS- *Hillsdale College MI
The question of whether athletics, religion, and education are compatible is examined from a liberal arts perspective with Christianity as a reference point. In the recent past an ideal of U.S. college life was that the college seeks wholeness of mind, spirit, and body. In the classroom, knowledge is sought, while on the playing field, health, courage, and teamwork are pursued. Religion gives faith, hope, and love. The contributions of Amos Alonzo Stagg, a former sports coach, and Frank Merriwell (a literary character), and Hobey Baker, a former top college athlete, are discussed. Coach Stagg emphasized the moral development of the individual, and felt that what made games special was a combination of morality, sport, and collegiality. Frank's and Hobey's heroics were fruits of character, which in turn religion and education helped to build. It is noted that sport can create community in the college and in small towns served by one high school. College athletics at Hillsdale College is also briefly discussed. It is mentioned that Hillsdale College holds the conviction that winning is honorable and that merit is the best reason for giving scholarships. (SW)

ED 284 489 HE 020 568

Mogan, Judith; Knox, Janet E.
Characteristics of "Best" and "Worst" Clinical Teachers as Perceived by Baccalaureate Nursing Students and Faculty.
PUB DATE- 87
NOTE- 19p.; Paper presented at the Annual Research in Nursing Conference (San Francisco, CA).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Clinical Teaching (Health Professions); Higher Education; *Nursing Education; Student Attitudes; *Student Evaluation of Teacher Performance; *Teacher Attitudes; Teacher Characteristics; *Teacher Effectiveness
IDENTIFIERS- Nursing Clinical Teacher Effectiveness Inventory
Characteristics that distinguished "best" and "worst" clinical teachers as perceived by baccalaureate nursing students and faculty were identified and comparisons were made of student and faculty perceptions. Twenty-eight clinical teachers and their 173 undergraduate students participated in the study, which was conducted at seven university nursing schools in Western Canada and the United States. The Nursing Clinical Teacher Effectiveness Inventory was used to rate teachers. Being a good role model was found to be the most discriminating characteristic for both groups. Consensus was found between faculty and students on 8 of the 10 highest rated characteristics for best clinical and on 6 of the 10 lowest rated characteristics. Analysis of variance of category scores for best teachers showed significant differences between ratings by the two groups for personality traits, evaluation, and interpersonal relationship. There were no significant differences for teaching ability or for ratings of categories for worst clinical teachers. (Author/SW)

ED 284 589 IR 052 059

Wagner, Colette A.; Kappner, Augusta S.
The Academic Library and the Non-Traditional Student.
PUB DATE- Mar 87
NOTE- 26p.; In: Libraries and the Search for Academic Excellence. Proceedings of the Arden House Symposium (New York, New York, March 15-17, 1987); see IR 052 055.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Libraries; Access to Information; College Faculty; Educational Cooperation; Higher Education; Librarians; *Library Instruction; *Library Skills; *Nontraditional Students; *Student Needs; *User Needs (Information)
IDENTIFIERS- *Course Integrated Library Instruction
Today, more than ever, non-traditional college students are seeking power over their lives through education. However, unwilling to spend time learning how to find required information, non-traditional students often gather and process only limited amounts of information, thus isolating themselves from the power they seek and sealing their fate as the "information poor." Although academic libraries have undertaken special instructional initiatives in an effort to reach these students, traditional, point-of-need, non-credit and credit courses have inherent limitations. It is time to design a new library instruction based on the establishment of "fitness levels" of library skills competency that would be taught and reinforced across the curriculum, and to redefine the relationship between library and classroom faculty so that the librarian is admitted more directly as a partner in the instructional design of research assignments. The most essential component in such a program would be the development of the fitness level of library skills for non-traditional students, who require instruction defined in terms of intellectual access to the collection as well as in terms of teaching the basic logic of library use and research strategy. The result of such an information skills curriculum would be a more independent, more academically capable student. (KM)

ED 284 616 JC 870 345

Carraway, Cassandra Todd
Development of a Questionnaire in Order To Identify Test Anxiety in Nursing Students.
PUB DATE- Feb 87
NOTE- 62p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Students; Community Colleges; Nursing Education; Personality Measures; *Questionnaires; Student Reaction; *Test Anxiety; *Test Construction; Testing; *Testing Problems; Test Reliability; Two Year Colleges

It has been repeatedly demonstrated that persons who experience a high degree of test anxiety also experience decrements in performance in evaluative situations. A study was conducted to develop a test anxiety questionnaire for student nurses in order to identify test anxiety. A 40-item, self-report questionaire was developed by two panels of experts composed of nursing faculty at Los Angeles Valley College (LAVC) and was deemed appropriate by the panel for the identification of test anxiety. The final draft of the questionnaire was administered twice to 50 second-year nursing students at LAVC in a test/retest procedure. The results indicated that there were 15 students (30%) in the "Low Anxiety" range, 25 students (50%) in the "Moderately Low Anxiety" range, 10 students (20%) in the "Moderately High Anxiety" range, and no students in the "High Anxiety" range. The expert panels agreed that the questionnaire did possess face validity, and that the statistical analysis of the data indicated a strong positive correlation and reliability of the questionnaire. It was recommended that: (1) the study should be shared with the entire nursing faculty, the dean of vocational education, and the district office; (2) the questionnaire should be retested by all the nursing students; (3) the nursing students should critique the questionnaire for clarity; and (4) information on the identification and treatment modalities on test anxiety should be given to the entire nursing faculty. Appendices include questionnaire scoring instructions, panel ratings, the questionnaire, and student consent form. (EJV)

ED 284 347 EA 019 554

Adams, Charles F.
ED QUEST: A Model Procedure for Futures Planning in Educational Organizations.
PUB DATE- 24 Apr 87
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987). Some figures contain light, broken type.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Delphi Technique; *Educational Planning; *Educational Trends; Elementary Secondary Education; Futures (of Society); Group Dynamics; Higher Education; *Linking Agents; *Long Range Planning; Planning; *Prediction
IDENTIFIERS- *Strategic Management
Most educational planning models are weak at identifying future events and assessing their impact on education. At best they assume a surprise-free future in which present trends continue unabated and interrelationships among social, economic, political, and technological forces stay the same. The ED QUEST model was developed to ameliorate these weaknesses and provide administrators with a useful futures approach to educational planning. The model uses group process during a few day-long sessions over a two- or three-week period, wherein participants analyze major environmental trends affecting the organization and assess strategic options. This paper describes the eight primary activities in the ED QUEST process. The first major activity is to identify the planning team, appoint a facilitator, and hold a briefing meeting. The second task involves developing a future prospects notebook with relevant journal articles, trend charts, and other forecasting aids. During the first session, planners deliberate on the organization's mission, identify indicators to assess the organization's performance, and discuss major organizational strengths and weaknesses. After posting results, the teams focus on examining future trends, using the Delphi technique. The second session involves analyzing the plausibility and impact of various scenarios and "matching" strategic options to deal with them. ED QUEST will produce little of lasting organizational significance unless results are incorporated into the institution's planning process. (MLH)

ED 284 387 EC 200 204

Ysseldyke, James E.; And Others
An Ecological Investigation of Assessment and Decision Making for Handicapped Children Prior to School Entrance. Research Report #10. Early Childhood Assessment Project.
Minnesota Univ., Minneapolis.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Sep 86
NOTE- 220p.; Portions of document contain small print. For other reports in this series, see EC 200 205-209.
GRANT- G008400652
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Decision Making; *Disabilities; Early Childhood Education; *Educational Diagnosis; *Handicap Identification; Institutional Characteristics; Intervention; Program Descriptions; Referral; Regional Characteristics; *School Policy; Screening Tests; *Special Education; Student Evaluation; Student Placement

This report documents a study which used naturalistic procedures and a case study approach to examine and describe four early childhood special education programs and their decision making processes. Data collection procedures included: observation of meetings, classroom activities, screening, and assessment procedures; interviews with various staff and administrative personnel; file searches; and parent surveys. Descriptions of each school program site include information on institutional characteristics, funding, screening and referral processes and decisions, diagnosis, intervention procedures, placement, and exit and follow-up procedures. Findings indicate that "Program A" reflected a systematic approach featuring short-term, data-based intervention designed to meet the needs of a large urban population. "Program B" offered an interdisciplinary, comprehensive, well-planned screening and intervention program for pre-kindergarten youngsters. "Program C" used a sophisticated, data-based approach to decision making for screening, referral, diagnostic assessment, intervention, and exit featuring qualified personnel and dynamic leadership. "Program D" reflected adaptations involved in providing services in a rural area where the relatively low incidence of handicapping conditions makes services harder to obtain. References are included and appendices contain parent surveys, meeting summaries, evaluative instruments, and other forms and materials used by the four programs. (CB)

ED 284 415 FL 016 387

Greenwood, John
Where Is the Evidence That LSP Courses Give Value for Money?
PUB DATE- Oct 81
NOTE- 12p.; Paper presented at the LSP Convegno (Rome, Italy, October 12-14, 1981).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Curriculum Development; *Educational Objectives; *English (Second Language); Foreign Countries; *Instructional Development; Italian; Reading Instruction; *Relevance (Education); Second Language Instruction; Student Motivation; *Student Needs; Teacher Education; Teacher Role
IDENTIFIERS- Italy
Teachers of foreign languages should continually reflect on the appropriateness of language courses (especially English as a second language courses) and the level of satisfaction among its learners. Teachers should examine the "routine" ways of developing curricula for such learning, exploring whether or not objectives developed from needs analyses truly consider the specific needs of current learners. The uniqueness of teaching English as a second language and the need for such teaching to be relevant to current and future needs must also be taken into account. Teachers should ascertain whether or not students' are proficient in their native language in order to ensure the effectiveness of reading instruction in English. Authenticity of instructional materials is an issue in second language instruction; indeed, in spite of the more pervasive use of "authentic" reading materials, non-authentic reading materials continue to be used. Student motivation must be addressed by teachers, because learning a second language requires the personal commitment of the learner. Teaching quality could be improved by requiring teachers to do more coursework in methodology. (CB)

ED 284 431 FL 016 822

Look, Listen, Do! Read and Write, Too! A Manual of ESL Activities for Beginner Level.
New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.
PUB DATE- 85
NOTE- 632p.
AVAILABLE FROM- New York City Board of Education, Division of Curriculum Instruction, 131 Livingston Street, Brooklyn, NY 11201 ($25.00).
LANGUAGE- English
EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cognitive Development; Curriculum Guides; Educational Games; Elementary Secondary Education; *English (Second Language); Individual Instruction; *Learning Activities; Listening Skills; Music Activities; Oral Language; *Reading Instruction; *Resource Materials; Second Language Instruction; *Writing Instruction

Through a wide variety of activities, this manual integrates the teaching of English as a second language with the beginning students' experiences and the development of their linguistic, cognitive and conceptual skills. Emphasis is on individual skills and listening and speaking activities. Activities and materials move from simple to complex levels and include review and reinforcement. Worksheets and illustrations are included with some of the activity descriptions. Activities involve games, songs, writing, puppetry, and poetry. Each activity description includes information on goal, cognitive skill, linguistic item, and concept. Most activities do not need supplementary materials. (CB)

ED 284 475 HE 020 551

A Report by the Board of Regents to the Governor and Legislature on State Student Financial Aid.
New York State Education Dept., Albany.
PUB DATE- 86
NOTE- 53p.; Some tables may not reproduce well due to small print. For the previous edition, see ED 270 045.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Education; College Students; Educational Opportunities; *Federal Aid; Federal State Relationship; Grants; Higher Education; Low Income Groups; Scholarships; Self Supporting Students; *State Aid; *Statewide Planning; *Student Financial Aid; *Student Loan Programs; Trend Analysis; Tuition
IDENTIFIERS- *New York; *Tuition Assistance Program NY

The scope and operation of student financial aid programs in New York State are described, and suggestions to improve access are offered. The following state-administered programs are examined: the Tuition Assistance Program (TAP), Regents scholarships, and student loan programs. Data are provided on the types of student aid and numbers of new scholarship and grant awards in 1985-1986, as well as the total number of student loans. Federal student aid programs in New York are also considered, including the Guaranteed Student Loan Program, Pell Grants, Supplemental Educational Opportunity Grants, National Direct Student Loans, and College Work-Study funds. An analysis of TAP trends for 1984-1986 covers number of recipients, utilization rates, payments by sector and level, and award average. In addition to discussing the relationship of state, federal, and college student aid programs, summary data for 1983-1985 are presented on the distribution of governmental and institutional aid programs at degree-granting schools. Regents' recommendations concern: increasing awards for low-income students; awards for graduate dependent students and for independent, single undergraduates without dependents. (SW)

ED 284 504 HE 020 590

Greene, Howard; Minton, Robert
Scaling the Ivy Wall: 12 Winning Steps to College Admission.
REPORT NO.- ISBN-0-316-32683-6
PUB DATE- 87
NOTE- 291p.; New version of 1975 publication.
AVAILABLE FROM- Little, Brown, and Company, Customer Service, 200 West Street, Waltham, MA 02554 ($12.50).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160) Books (010)
DESCRIPTORS- Admission Criteria; Check Lists; *College Admission; *College Applicants; College Bound Students; *College Choice; College Entrance Examinations; *College Preparation; Competition; Foreign Students; Higher Education; Interviews; Questionnaires; Secondary School Curriculum; *Selective Colleges; Self Evaluation (Individuals); Student Financial Aid

A 12-step plan for investigating colleges and making college choices is presented for college applicants. In addition to information on selective college admissions, the 12 chapters cover the following steps: knowing admission requirements and procedures, determining the student's strengths, following a demanding curriculum, taking advantage of college board test requirements, excelling in a particular endeavor, knowing the colleges, making the most of campus visits, finding one's place in the class pie charts, writing an exciting essay, planning selective college finances, marketing strengths, and enrolling in the right college. Information for foreign applicants to selective colleges is included. Materials that are provided to help the college applicant include: student and parent questionnaires to assess the student's strengths, an admission requirements worksheet, a list of selective colleges, a timetable beginning in the junior year for the college applicant, courses to take in grades 9-12 for selective college admission, a college visit summary sheet, a financial worksheet, and an admission decisions questionnaire. (SW)

ED 284 531 IR 012 667

Hawley, David E.; And Others
Costs, Effects, and Utility of Microcomputer-Assisted Instruction. Technical Report, Number 1.
Oregon Univ., Eugene. Center for Advanced Technology in Education.
PUB DATE- Nov 86
NOTE- 50p.
AVAILABLE FROM- Publication Sales, Center for Advanced Technology in Education, 1787 Agate Street, Eugene, OR 97403 ($4.50 plus $2.00 shipping and handling on billed orders. Make checks payable to ERIC/CEM Publications).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Comparative Analysis; *Computer Assisted Instruction; Computer Literacy; *Cost Effectiveness; *Costs; Elementary Education; *Instructional Effectiveness; *Intermode Differences; Mathematics Instruction; *Microcomputers; Student Attitudes; Teaching Methods
IDENTIFIERS- Sensitivity Analysis; Utility Analysis

Designed to develop procedures and acquire information to help decision-makers establish policies for the use of microcomputers for computer-assisted instruction (CAI), this study involved the following steps: (1) a school-based research project was conducted to determine the costs and effects of microcomputer-assisted instruction; (2) an analytical procedure for assessing the cost-effectiveness of microcomputer-assisted instruction and traditional instruction was developed; and (3) this analytical procedure was applied to the costs and effects obtained in this study. Subjects were 41 grade 3 students and 38 grade 5 students in a rural area of Saskatchewan, Canada, who were given a pretest to measure mathematics ability, mathematics attitude, and computer literacy. Students at each grade level were then randomly assigned to two groups: the control group received traditional mathematics instruction, and the experimental group received adjunct microcomputer-assisted instruction. On the basis of the findings, it was concluded that the use of supplementary microcomputer-assisted instruction enhanced both the mathematics skills and level of computer literacy of the subjects in the experimental group; there was no significant difference between the effects of the two treatments on student attitudes toward mathematics; and the cost of adjunct microcomputer-assisted mathematics instruction was lower than previous estimates of costs for laboratory-based CAI and more cost-effective than traditional mathematics instruction in relation to the desired outcomes. Seventeen tables are included, 25 references are listed, and additional data are appended. (MES)

ED 284 630 JC 870 360

Guide to Alternative Mortgage Instruments. Teachers Instructional Packet, TIP No. 4, Spring 1985.
Texas A and M Univ., College Station. Texas Real Estate Research Center.
PUB DATE- 85
NOTE- 34p.; For other Teachers Instructional Packets in this series, see JC 870 358-372.
AVAILABLE FROM- Texas Real Estate Research Center, Texas A & M University, Blocker Bldg., College Station, TX 77843 ($2.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Banking; *Business Education; *Credit (Finance); Housing Industry; Instructional Materials; Money Management; Postsecondary Education; *Real Estate; Real Estate Occupations; Teaching Guides
IDENTIFIERS- *Mortgages; *Texas

Part of a series of classroom aids designed for real estate instructors, this instructional packet was developed to help real estate students understand the various alternative mortgage instruments, including their major advantages and disadvantages. First, an evaluation form for the packet is presented. Next, a summary presentation on four basic categories of alternatives to the standard fixed-rate mortgage is provided for instructors, keyed to accompanying overhead masters. The presentation covers: (1) mortgage plans that reduce initial payments (i.e., interest-only loans, graduated-payment mortgages, and price-level adjusted mortgages); (2) plans that accelerate amortization (i.e., growing-equity mortgages and zero interest mortgages); (3) plans that provide for variable payments or terms which reflect changes in market interest rates (i.e., variable-maturity loans, variable-payment loans, and capped-payment loans); and (4) plans that allow borrowers to benefit from the rising value of the equity in their homes without having to sell or refinance (i.e., shared-appreciation mortgages and reverse-annuity mortgages). Finally, 4 handouts and 15 overhead transparencies are presented. (AYC)

ED 284 691 PS 016 783

Brodhecker, Shirley G.
A Music Program for Training Head Start Teachers Using a Sequential, Cognitive, Developmental Process with Pre-school Children.
PUB DATE- 87
NOTE- 136p.; Practicum Report, Nova University.

LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Research/Technical (143)
DESCRIPTORS- Child Development; Developmental Stages; *Movement Education; *Music Activities; Musical Instruments; *Music Education; *Preschool Children; Preschool Education; Songs
IDENTIFIERS- Project Head Start
This practicum report addresses the need to supply Head Start teachers with: (1) specific preschool music objectives; (2) a sequential preschool developmental program in music to match the child's cognitive level; (3) how to choose instructional material to encourage specific basic school readiness skills; and (4) workshops to accomplish these objectives through music activities. Data gathered from surveys and questionnaires indicated that the music education background of Head Start teachers varied greatly, and that teachers had no clear goals for preschool music learning. Three all-day workshops were conducted. The first workshop focused on interpretive movement through music, and included rhythm and movement activities, songs, and chants. The second workshop involved activities in which children used percussion and bar instruments. The third workshop combined movement and rhythm activities and the use of instruments to develop motor and language skills. Information on the use of the autoharp was also provided in the third workshop. Nine on-site training sessions were conducted in which teachers practiced skills learned in the workshops. Pretests and posttests were administered. These indicated that after the workshops and training sessions, teachers' music knowledge increased and teachers' music lesson presentations improved. (Author/PCB)

ED 284 705 RC 016 327

Silver, Sandra
Compliance with P.L. 94-142 Mandates: Policy Implications.
PUB DATE- Mar 87
NOTE- 37p.; Paper presented at the Annual Meeting of the National Rural Special Education Conference (7th, Asheville, NC, March 17-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Compliance (Legal); *Cooperative Programs; Educational Cooperation; Educational Finance; Elementary Secondary Education; Federal Regulation; Financial Needs; Individualized Education Programs; Parent Participation; Parent Rights; *Policy Formation; *Program Implementation; *Rural Education; *Special Education; State Legislation; Student Rights; Teacher Certification; Teacher Education
IDENTIFIERS- *Education for All Handicapped Children Act
To study aspects of P.L. 94-142 (Education for All Handicapped Children Act) that prove both most and least problematic for rural special education cooperatives, which is the most prevalent type of cooperative arrangement, a sample was selected that included the 2 Federal Education Regions (from a total of 10) determined to contain the nation's most rural areas: Region IV (8 Southern States) and Region V (6 Midwestern States). Only those states containing special education cooperatives were used. After much refinement, a questionnaire was sent to 157 rural cooperative directors--135 (86%) responded. The joint agreement cooperative arrangement was most frequently used (38%), however the cooperative arrangement did not appear to effect compliance with P.L. 94-142 mandates. Area size and distances hampered service provision, however. The least difficult aspects to comply with were parental rights, assessment issues, and the Individual Education Plan (IEP). The most difficult were issues relating to personnel knowledge regarding special education, specified timelines, and parental attendance at IEP meetings. It was recommended that teacher training institutions alter their educator preparation programs, teacher certification boards examine their license requirements, state legislatures change their funding formulas to provide equity of funding nationwide, and further study be done to see if these results are representative of the entire country. Eleven references and 8 tables are appended. (JMM)

ED 284 718 SE 048 261

...And Gladly Teach: A Ford Foundation Report on the Urban Mathematics Collaboratives.
Ford Foundation, New York, N.Y.
REPORT NO.- ISBN-0-916584-27-5
PUB DATE- Jun 87

NOTE- 42p.; Appendix D contains small print on gray background.
AVAILABLE FROM- Ford Foundation, 320 East 43 Street, New York, NY 10017 (free).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cooperative Programs; *Elementary School Mathematics; Elementary Secondary Education; Mathematical Applications; Mathematical Enrichment; Mathematics Education; *Mathematics Instruction; Professional Recognition; School Business Relationship; School Community Relationship; *Secondary School Mathematics; Teacher Administrator Relationship; *Teacher Morale; *Urban Schools; Urban Teaching
IDENTIFIERS- *Ford Foundation

In February, 1985, the Ford Foundation launched an experimental program to strengthen mathematics education in inner-city high schools. Five grants helped establish urban mathematics collaboratives (UMC) in Cleveland, Minneapolis-St. Paul, Los Angeles, Philadelphia, and San Francisco. Later, additional UMCs were set up in Durham, Memphis, New Orleans, Pittsburgh, San Diego, and St. Louis. A UMC typically consists of a community advisory board that includes teachers, school administrators, and leaders from business and higher education. This booklet is a preliminary report on the first two years of the UMC initiative. The first chapter is a brief discussion of the program's links with other efforts addressing problems in the teaching profession. The rest of the booklet describes the start-up experiences of the collaboratives and suggests general principles about marshalling local resources on behalf of teachers. The appendices include a list of selected collaborative activities that have occurred at the 11 cooperatives, sample mathematics problems, sample comments on problems, and a newsletter from one of the UMCs. (TW)

ED 284 446 FL 016 852

Ariew, Robert
Integrating Video and CALL in the Curriculum: The Role of the ACTFL Guidelines.
PUB DATE- 82
NOTE- 27p.; In: Smith, William Flint, Ed. Modern Media in Foreign Language Education: Theory and Implementation. The ACTFL Foreign Language Education Series; see FL 016 850.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Computer Assisted Instruction; *Curriculum Design; *Educational Technology; *Equipment Evaluation; Instructional Development; Language Skills; Learning Activities; *Media Adaptation; *Second Language Instruction; Video Equipment
IDENTIFIERS- *ACTFL ETS Language Proficiency Guidelines
After an examination of the status of the use of media in the foreign language curriculum, the potential impact of video and computer-assisted language learning (CALL) is analyzed, and their advantages and disadvantages are charted. The role of the American Council for the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines with respect to video and CALL is also discussed, and avenues are proposed for using video and CALL appropriately in the classroom. A brief look is taken at upcoming technology. The advantages brought about by the new media are more than offset by the curricular problems they create. The positive trends that will counteract potential problems include these: that (1) the ACTFL Proficiency Guidelines will unify the curriculum; (2) the media will take up their respective niches in the curriculum and teachers will rely on them for specific tasks; (3) publishers will continue to provide methodological information and expand it to include curricular information; and (4) new technologies will add more functioning power to video and CALL, eventually merging the two into a powerful teaching tool. (CB)

ED 284 575 IR 052 042

Buchanan, William; And Others
Collection Development Policy.
Northwestern State Univ., Natchitoches, La.
PUB DATE- 27 Mar 87
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Libraries; Archives; Evaluation Criteria; Government Publications; Higher Education; *Library Acquisition; *Library Collection Development; Nonprint Media; Position Papers; Reference Materials; Serials; Study Guides; Textbooks
IDENTIFIERS- Gifts; *Northwestern State University LA; Rare Books
Concerned mainly with the acquisition of knowledge in its various forms, both print and nonprint, the Watson Library's collection development policy is designed to support the curriculum needs of Northwestern State University (NSU) in Louisiana and the university's mission of dedication to the creation, dissemination, and acquisition of knowledge. Following a discussion of collection development and NSU's mission statement, the policy includes the Library Bill of Rights; a definition of levels of collection intensity, including research level, study level, basic level, and duplicates; and a selection criteria chart of priorities for subject/level, intellectual content, potential use, relation to collection, bibliographic considerations, and other factors. In addition, specific policies are included for textbooks; study guides; children's literature; the reading area; reference books; serials; nonprint materials; the Cammie G. Henry Research Center, which includes the University Archives and Special Collections, the Louisiana Collection, and rare books; and government documents. Policies for collection evaluation, gifts, and the selection process are also included. (KM)

ED 284 644 JC 870 375

Report on Enrollment, Fall 1985. California Community Colleges.
California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- Jun 86
NOTE- 148p.; Prepared by the Research and Analysis Unit.

LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Community Colleges; Demography; *Enrollment; Profiles; State Surveys; *Student Characteristics; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *California

Drawing from the Student File of the Chancellor's Office Information System, this report profiles the demographic and academic characteristics of nearly 1.2 million actively enrolled students in the California community colleges during fall 1985. The report is divided into three sections of tables. Section I aggregates student counts and characteristics by district, while section II offers a parallel presentation for colleges. These tables focus on number and percent of full-time, part-time, and noncredit students; student gender and ethnicity; age; credit enrollment by credit unit workload attempted; weekly student contact hours for regularly scheduled census credit classes and total potential hours of attendance for positive attendance classes. In section III, district enrollment data are examined by type of student (i.e., full-time, part-time, and noncredit), including information on gender and ethnicity, age, high school completion status, level of academic achievement, enrollment status, residency status, citizenship status, and student goal. (AYC)

ED 284 660 PS 016 694

Stahl, Patricia C.; And Others
Historical Roots, Rationales and Applications of Peer and Cross-Age Tutoring: A Basic Primer for Practitioners and Researchers.
PUB DATE- 83
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Cross Age Teaching; Educational History; Elementary Secondary Education; *Peer Teaching; Program Effectiveness; *Remedial Programs; *Special Education

This paper focuses on children helping children through peer and cross-age tutoring with special emphasis for programs serving the student remedial or special education setting. The historical roots of peer and cross-age tutoring are discussed. Explanations of the nature of the tutorial experience are presented, along with a discussion of the rationale for tutorial programs. Several practical considerations for classroom teachers working with peer-learning projects are considered. Specific suggestions are offered regarding the selection of tutors and tutees, the development of materials, and the use of tutoring for atypical learners. Peer and cross-age tutoring programs involving atypical students appear to benefit both the tutor and the tutee. (PCB)

ED 284 373 EC 192 711

American Council on Rural Special Education (ACRES) Conference Proceedings (6th, Tucson, Arizona, April 22-25, 1986).
American Council on Rural Special Education.
PUB DATE- Apr 86
NOTE- 658p.; Printed on colored paper. For fifth annual conference see, ED 258 413.
LANGUAGE- English
EDRS Price - MF03/PC27 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Disabilities; Early Childhood Education; Elementary Secondary Education; *Gifted; Program Descriptions; *Rural Education; *Special Education; Teaching Methods

This proceedings contains summaries, handouts, or full papers of presentations. Sample titles and presentors include the following: "Project S.E.R.T. Special Education Training for Regular Educators of Native-Americans" (C. Foster); "Effect of Inservice Education Models on Team Problem-Solving" (K. Bunch and A. Bunch); "Handicapped Preschoolers in a Rural School: Issues in Placement" (I. Williams); "An On-the-Job Practicum Experience--Supervising Teachers in Rural Areas" (B. Ludlow et al); "Parents as Partners: Using the Portage Model of Early Intervention" (S. Holzman); "INREAL Model for Rural Reunification of Regular and Special Educators" (R. Edmiaston); "Rural Teacher Certification for Moderately and Severely Handicapped Students in Integrated School Programs" (J. Sebastian); "Cost Effective Rural Remediation Plan for the Developmentally Disabled" (R. Hedge et al); "Native American Training Programs in Arizona" (J. Schnorr et al); "Rural Special Education Preservice Field Experiences" (M. Wolfe and B. McConville); "Characters in Literature Provide Role Models for Rural Gifted and Talented Youth" (R. Daniels and L. Katzer); "Working Successfully with the Braille Reader: Strategies for Parents and Rural School Personnel" (C. Capper); "Off Campus Rural Preceptorships in Education" (S. Stuart); "Parents as Partners: A Rural Intervention Model" (S. Waldrop). (DB)

ED 284 719 SE 048 262

Computer Mathematics. A Handbook on Teaching Computer Mathematics.
Virginia State Dept. of Education, Richmond. Div. of Sciences and Elementary Administration.
PUB DATE- Mar 86
NOTE- 196p.
AVAILABLE FROM- Information Officer, State Department of Education, P.O. Box PQ, Richmond, VA 23216 ($5.00; price includes 2 supplementary diskettes).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Computer Uses in Education; Course Content; *Course Objectives; Courseware; Mathematical Applications; Mathematical Enrichment; *Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; Problem Solving; Programing; Secondary Education; *Secondary School Mathematics; State Curriculum Guides; Teaching Methods
IDENTIFIERS- *Virginia

The purpose of this guide is to provide a resource for teacher use in computer mathematics instruction. Although it is not intended to be used as a textbook or a complete course syllabus, the guide does include a set of student objectives which are designed to define the content of a 1-year course in computer mathematics. The major focus of the course is to provide students with experiences in using the computer to solve problems that can be set up as mathematical models. It is also suggested that programming should permeate the entire course, ranging from simple programs involving only a few lines to more complex programs involving several sub-programs. For each objective, activities are presented to provide assistance to teachers in presenting specific topics in computer mathematics. Ideas are included which deal with key instructional elements, suggested procedures, and in some cases, applications and suggested student outcomes. A bibliography follows the text, along with appendices which relate to computer languages and enrichment activities. Supplementary to the guide are two computer diskettes, one of which is compatible with the Radio Shack

TRS 80 computer and the other with Apple computers. The software includes programs designed specifically to be used with the instructional aspects of the guide. (TW)

ED 284 733 SE 048 278

Mathematics Achievement of Secondary School Students in Japan. NIER Occasional Paper 02/87.
National Inst. for Educational Research, Tokyo (Japan).
PUB DATE- Jul 87
NOTE- 20p.; Prepared originally in Japanese by Toshio Sawada.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Algebra; *Comparative Testing; Foreign Countries; Geometry; International Organizations; *Mathematics Achievement; Mathematics Education; *Mathematics Instruction; Measurement; *National Competency Tests; National Norms; Probability; Secondary Education; *Secondary School Mathematics; Statistics
IDENTIFIERS- *Japan; Mathematics Education Research; Second International Mathematics Study

In 1980-82, the Second International Mathematics Study (SIMS) was conducted in 20 countries, including Japan. This study was conducted by the International Association for the Evaluation of Educational Achievement (IEA). This paper constitutes a summary of the research relating to the level of mathematics achievement of Japanese students. The tests administered to the students were designed to measure computation, comprehension, application, and analysis in the areas of: (1) sets, relations and functions; (2) number systems; (3) algebra; (4) geometry; (5) mathematical analysis; (6) probability and statistics; (7) measurement; and (8) finite mathematics. Scores on the tests were compared with the internationally averaged values of all 20 countries involved in the study. The achievement by Japanese students was found to be better than the international average in all content areas, but especially in the areas of geometry, algebra, and measurement. (TW)

ED 284 748 SE 048 293

Foster, Gerald Wm., Ed.
Abstracts of Presented Papers and the Proceedings of the Association for Education of Teachers in Science--North Central Region and Society for College Science Teachers Conference (Indianapolis, Indiana, October 29-30, 1986).
Association for Education in Science in North Central Region.; Society for College Science Teachers.
PUB DATE- Apr 87
NOTE- 34p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Collected Works - Proceedings (021)
DESCRIPTORS- Cognitive Style; *College School Cooperation; *College Science; *Elementary School Science; Elementary Secondary Education; Higher Education; School Community Relationship; Science and Society; Science Curriculum; *Science Education; *Science Instruction; Science Teaching Centers; *Secondary School Science; Teacher Education
IDENTIFIERS- *Association for Education of Teachers in Science
This document contains the abstracts of the presentations made at this conference. Topics of presentations included: (1) linking research and science teaching using community resources; (2) planning science teacher workshops; (3) school-related recycling programs; (4) improving student attitudes toward science; (5) rural science teaching; (6) spatial versus conceptual reasoning in geology; (7) critical thinking; (8) learning and thinking styles; (9) courses spanning science and education; (10) organizing centers for science education; (11) using video training to enhance teacher skills; (12) science literacy in high school and college curricula; (13) interdisciplinary teacher training; (14) school district collaboration with higher education; and (15) program evaluation. (TW)

ED 284 763 SE 048 308

Profiles--Chemistry: Human Resources and Funding. Surveys of Science Resources Series Special Report.
National Science Foundation, Washington, D.C.
REPORT NO.- NSF-87-307
PUB DATE- 87
NOTE- 337p.
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Chemical Engineering; *Chemical Industry; *Chemistry; College Graduates; *College Science; Doctoral Degrees; Educational Finance; *Employment Patterns; Federal Aid; Federal Government; *Graduate Study; Higher Education; *Salaries; Science Education; Universities
IDENTIFIERS- *Chemists; National Science Foundation

During the 1976-86 decade, the annual employment growth rate of chemists in the United States was 4%, well below average as compared with the growth rate for all science fields (8%). This document provides current and historical information on various trends in the field of chemistry. The book is divided into three major sections, dealing respectively with personnel, the education pipeline, and funding. The first section provides data on: (1) employment levels and trends; (2) salaries; (3) sectors of employment; (4) jobs in private industry; (5) primary work activities; (6) demographic characteristics; (7) labor market indicators; and (8) doctoral chemists. The section on the education pipeline contains statistics and information on earned degrees, graduate enrollment, and characteristics of recent degree recipients. The section dealing with funding includes recent data on funding for chemistry research by the Federal Government, by industry, and by universities and colleges. The appendices contain numerous technical notes and supportive statistical tables. (TW)

ED 284 777 SO 018 171

Human Rights: The Struggle for Freedom, Dignity and Equality. Resource Guide.
Connecticut State Dept. of Education, Hartford.
PUB DATE- 87
NOTE- 99p.
AVAILABLE FROM- Connecticut State Department of Education, 165 Capitol Avenue, Hartford, CT 06106.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Tecnniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Anti Semitism; Authoritarianism; *Civil Liberties; Civil Rights; Developing Nations; *Ethnic Groups; Foreign Countries; International Crimes; Minority Groups; *Nazism; Political Attitudes; Resource Units; Revolution; Secondary Education; *Social Discrimination; *Totalitarianism; War
IDENTIFIERS- Argentina; Cambodia; *Germany; South Africa

Every human being deserves the right to live in freedom and dignity. Yet human rights violations dominate the headlines. In addition to becoming sensitive to human pain and suffering, young adults must also begin the lifelong process of creating, recognizing, and exercising options. This resource guide contains suggested questions and projects that have been found to be helpful in teaching about human rights. Chapter topics are: (1) What Are Human Rights?; (2) The Roots of Inhumanity; (3) Inhumanity: An Historical Overview; (4) The Rise of Totalitarianism in Germany; (5) Surplus People: The Final Solution; (6) Surplus People: The Pattern Continues (Argentina, Kampuchea Cambodia , South Africa, and World Totalitarianism); and (7) Taking Action. Three appendices conclude the document: (1) Appendix A--"The Foundations of Human Rights in the United States"--containing excerpts from the Declaration of Independence, Constitution and Bill of Rights; (2) Appendix B--"Universal Declaration of Human Rights"--adopted by the United Nations, December 1948; and (3) Appendix C--"Teaching Activities"--containing sample lessons/units including "We Are the World," "Human Rights Study Guide," and "Anne Frank and World War II." (BZ)

ED 284 793 SO 018 243

Semaan, Leslie; Lightman, Kathleen
India.
Victoria International Development Education Association (British Columbia).
SPONS. AGENCY- Canadian International Development Agency, Ottawa (Ontario).; Employment Immigration Canada, Ottawa (Ontario).
PUB DATE- 84
NOTE- 83p.; For related documents, see SO 018 240-246. Document printed on colored paper.
AVAILABLE FROM- Victoria International Development Education Association, 407-620 View Street, Victoria, British Columbia, Canada V8W 1J6 ($12.50, Slide-Tape: $50.00, 1/2" Video: $35.00, 3/4" Video: $55.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Non-Print Media (100)
DESCRIPTORS- Agriculture; Area Studies; *Asian History; *Asian Studies; Creative Art; *Cultural Traits; Educational Practices; *Ethnic Groups; Family Life; Food; Foreign Countries; Health; Industry; Instructional Materials; Language; Leisure Time; Mass Media; Religion; Rural Areas; Secondary Education; Social Studies; Transportation; Urban Areas
IDENTIFIERS- *India

Not only is India one of the oldest continuous civilizations in the world, it has also become one of the greatest industrial nations. This package explores India's heritage, its people, and the traumatic changes of the 20th century. Contents include: Introduction, Climate, The Land, Cities, Agriculture, Rural Life, History, Religions, Dress, Food, Language, Education, Health, Industry, The Arts, Grafts, Suggested Further Readings, Suggestions for the Teacher, and Slide-Tape Script. (BZ)

ED 284 808 SO 018 316

Dogbe, Korsi
Reform of Educational Philosophy for Africa.
PUB DATE- Mar 87
NOTE- 26p.; Paper presented at the Annual Meeting of the U.S. Comparative and International Education Society (Washington, DC, March 12-15, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Creativity; *Creativity Research; Cross Cultural Studies; Cultural Isolation; Culture Conflict; *Culture Contact; Developing Nations; *Educational Development; *Educational Philosophy; Higher Education; Leadership Styles; *Sociocultural Patterns
IDENTIFIERS- *Africa; *Ghana
African nations are still structurally and culturally dependent on their former metropoles. This dependence has challenged and variegated the endogenous creative efforts of the African leadership. A typology of eight leadership styles found in Africa attests to this variegation and diversity of endogenicity. Overall, a confused picture was painted which showed that the African leadership experienced uncertainties about how to endogenize African institution-building efforts. To illustrate these confused efforts, the study focused on knowledge system building. Educational philosophy was isolated for an in-depth study. A "Dogbe Philosophy of Education Assessment Scale" was developed, and Ghana was chosen as a case test. The results of the study revealed a significant confusion in the minds of Ghanian leaders relative to questions about an educational philosophy and the meaning of that philosophy for an appropriate, relevant policy. African leaders only need to look at Japan to see how effective a nation can be if it blends external ideas appropriately with internal demands to meet national needs. African leaders too, can explore the possibilities for using an endogenous philosophy of education to aid their national development in a space-age civilization. (BZ)

ED 284 822 SO 018 482

Backler, Alan
Resources in Geography.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 87
NOTE- 19p.
CONTRACT- 400-86-0020
AVAILABLE FROM- ERIC Clearinghouse for Social Studies/Social Science Education, Social Studies Development Center, 2805 East Tenth Street, Suite 120, Indiana University, Bloomington, IN 47405.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reference Materials - Bibliographies (131) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Annotated Bibliographies; Atlases; Audiovisual Communications; Educational Games; Elementary Secondary Education; *Geography; *Geography Instruction; Global Approach; Graphs; Instructional Materials; Maps; Map Skills; Periodicals; Reference Materials; *Resource Materials; *Social Studies; World Geography
Recognizing the importance of geography instruction, this packet was designed to provide sources of materials and information to aid the classroom teacher in preparing geography lessons. Global geography and map skills are emphasized. Materials included in the listings are: (1) professional organizations; (2) journals and newletters; (3) ERIC documents; (4) textbooks; (5) atlases; (6) computer software; (7) audio visual materials; and (8) teacher resources. (SM)

ED 284 836 SP 028 986

Carbone, Michael J., Ed.; Wonsiewicz, Ann, Ed.
Excellence in Teacher Education through the Liberal Arts. Proceedings of the Conference on Excellence in Teacher Education through the Liberal Arts (Allentown, PA, May 20-21, 1986).
Muhlenberg Coll., Allentown, PA. Dept. of Education.
PUB DATE- 87
NOTE- 74p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Career Choice; Educational Change; *Educational Quality; Elementary Secondary Education; Higher Education; *Liberal Arts; *Preservice Teacher Education; Teacher Education Curriculum; *Teacher Education Programs
This volume presents papers given at a conference on the role of liberal arts in teacher education. Titles and authors are: (1) "The Connections between Teacher Education and School Reform" (Theodore R. Sizer) with a panel response by J. William Moore and Others; (2) "Teaching: A Career of Choice" (Edward J. Meade, Jr.); (3) "Liberal Learning and Teacher Education" (Maxine Greene); (4) "What Are the Fundamental Problems in the Professional Education of Teachers?" (Alan R. Tom); (5) "Teacher Education and the Liberal Arts: The CETE Position" (Eva F. Travers and Susan Riemer Sacks); (6) "The Liberal Arts and Sciences in the Teacher Education Curriculum" (Hugh G. Petrie); (7) "Reflections on Excellence in Teacher Education through the Liberal Arts" (Thomas Warren); (8) "Historical and Normative Dimensions of Current Teacher Education Programs" (Edmund C. Short); (9) "Undergraduate Teacher Training and the Liberal Arts" (Sheila K. Hollander); (10) "Teacher Education and the Liberal Arts: Valuing Learning" (Roberta Weiner); (11) "Maxine Green and Empowering through the Arts" (Mary C. Crawford); and (12) "What an Elementary Teacher Should Profess" (Eileen Cunningham). (CB)

ED 284 851 SP 029 217

Barger, Robert N.
Survey of State Departments of Education for the Initial Year of Teaching Study. Final Report. Submitted to the Illinois State Board of Education per Contractual Service Agreement.
Eastern Illinois Univ., Charleston. Center for Educational Studies.
SPONS. AGENCY- Illinois State Board of Education, Springfield.
PUB DATE- 15 Sep 86
NOTE- 38p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Beginning Teachers; *Educational Policy; Elementary Secondary Education; Inservice Teacher Education; National Surveys; Public Education; *Staff Development; *State Departments of Education; State Standards; *Teacher Orientation
The Illinois State Board of Education contracted with Eastern Illinois University to survey and report on beginning teacher induction programs that currently exist at the state level in other states. A structured telephone survey questionnaire elicited information regarding state teacher orientation programs from the chief educational officers of all state departments of education and the District of Columbia. Results revealed that 17 states had induction programs in the piloting or implementing stages, 14 states had programs in the study/planning/development stages, and 20 states had no programs or current planning for such programs. Fourteen of the 17 states indicated that their programs were linked to certification or licensing. All programs had components addressing discipline and instructional planning. Most gave consideration to student relationships and treatment of professional relationships. Costs and staff used for each of the programs varied considerably. The report presents summaries of each state's teacher induction program and includes a copy of the questionnaire. (CB)

ED 284 867 SP 029 259

Rudner, Lawrence M.; And Others
What's Happening in Teacher Testing. An Analysis of State Teacher Testing Practices.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- OR-87-502
PUB DATE- Aug 87
NOTE- 147p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Policy; Elementary Secondary Education; *Minimum Competency Testing; *State Standards; *Teacher Certification; *Teacher Evaluation; Testing Problems
IDENTIFIERS- *Teacher Testing
Designed for policymakers and programs planners involved with the topic of teacher testing, this publication outlines issues involved in teacher testing and describes state-level activities in this area. A question-and-answer section provides general information on major types of teacher tests, prevalence of teacher tests, problems addressed by teacher testing, drawbacks, arguments against teacher testing, legal precedents, test implementation, teacher association attitudes, and the future of such testing. The next section presents six papers considering national perspectives on teacher testing. Titles and authors are: (1) "Historical Perspective" (J. T. Sandefur); (2) "Legal Considerations" (Martha M. McCarthy); (3) "Excellence and Equity" (Bernard R. Gifford); (4) "Teacher Supply and Demand" (Lawrence M. Rudner); (5) "Content and Difficulty of a Teacher Certification Examination" (Lawrence M. Rudner); and (6) "Assessment of the Teaching Skills of Beginning Teachers" (Gary R. Galluzzo). The final section presents state-by-state descriptions of the status of teacher testing. Appendices present two papers: "An Examination of Teacher Alternative Certification Programs" (Nancy E. Adelman) and "Technical Issues" (James Algina and Sue M. Legg); a list of competencies required by the Virginia State Department of Education; and a list of state contacts. (CB)

ED 284 881 TM 870 405

Tompkins, John F.
Chapter I Mathematics Program, 1985-86. Report of Evaluation.
Des Moines Public Schools, IA. Dept. of Evaluation, Research, and Testing.
PUB DATE- 3 Oct 86
NOTE- 47p.; For the 1983-84 report, see ED 251 314.
AVAILABLE FROM- Department of Evaluation, Research and Testing, Des Moines Independent Community School District, 1800 Grand Avenue, Des Moines, IA 50307-3382.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Attitude Measures; Behavioral Objectives; Budgets; Compensatory Education; *Elementary School Mathematics; Elementary Secondary Education; Expenditures; Federal Programs; *Mathematics Achievement; *Mathematics Instruction; Parent Attitudes; Program Descriptions; *Program Evaluation; *Secondary School Mathematics; Student Attitudes
IDENTIFIERS- *Des Moines Public Schools IA; *Education Consolidation Improvement Act Chapter 1; Iowa Tests of Basic Skills
This report describes an evaluation of the Chapter 1 Mathematics Program for 1,008 students in grades 1 through 8 in the Des Moines (Iowa) Independent Community School District. Four comments summarize results of the evaluation: students in grades 2-8 surpassed the criterion for gains in the total mathematics score on the Iowa Tests of Basic Skills (ITBS); students in grades 1-8 achieved 81.9 percent of their educational plan objectives; contact with parents of Chapter 1 students has been an integral part of this program; and for the first time in recent years, first-grade students were administered the standardized evaluation instrument in 1985-86. Recommendations from the evaluation are summarized: (1) the program objective that deals with performance of first grade students on the ITBS should be revised to be consistent with those at other grade levels; (2) steps should be taken to improve the rate of attendance in the secondary program; (3) stronger emphasis should be applied in the area of contacts with parents at the transitional level; (4) the form for documenting parent activities

or the objective related to these should be revised; and (5) the Supervisor of Chapter 1 Programs should examine the need to administer the Chapter 1 Parent Survey. Appendices include the budget and expenditures, a form for the principal's report of Chapter 1 instruction, the Self-Anchoring Attitude Scale (toward Learning), and the Chapter 1 Parent Survey. (LMO)

ED 284 896 TM 870 443

Cross, K. Patricia
Using Assessment to Improve Instruction.
PUB DATE- 86
NOTE- 9p.; In: Assessing the Outcomes of Higher Education; see TM 870 436.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Classroom Research; College Faculty; *College Instruction; *Educational Assessment; Educational Policy; Evaluation Criteria; *Evaluation Needs; *Evaluation Utilization; Formative Evaluation; Higher Education; Information Needs; Institutional Evaluation; *Instructional Improvement; Outcomes of Education; Student Evaluation; Teacher Role; Test Use
Although experts overwhelmingly support the idea of using assessment to improve college instruction, most testing programs call for summative evaluation or accountability rather than formative evaluation. In using assessment to improve instruction it is essential to examine what decisions should be made in order to improve instruction. Institutional assessment needs to be accompanied by classroom assessment, with faculty members involved in getting feedback from students on the effectiveness of their teaching. Additional training is recommended for the teachers. Classroom assessment will add to our knowledge about teaching and its relationship to learning. In conclusion, the type of assessment information collected should be related to the type of decisions made. Since teachers make decisions about instruction, information should be collected which is helpful in making classroom decisions. The information should be collected in the classroom, close to the source of potential action. (GDC)

ED 284 910 TM 870 495

Beard, Jacob G.
Minimum Competency Testing. Update.
ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 86
NOTE- 3p.
CONTRACT- NIE-400-83-0015
AVAILABLE FROM- ERIC Clearinghouse on Tests, Measurement, and Evaluation, Educational Testing Service, Princeton, NJ 08541-0001 (single copy free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Accountability; Elementary Secondary Education; Graduation Requirements; *Minimum Competency Testing; *Standards; *State Standards; *Testing Programs
IDENTIFIERS- *ERIC Digests

During the last decade many school systems began to define minimum levels of competency for their students and to construct tests to measure whether students had achieved these minimums. Many states have passed laws which require high school students to pass minimum competency tests in order to graduate. This digest overviews four areas of controversy that have arisen from minimum competency testing: accountability; social issues; instructional implications; and psychometric issues. Minimum competency testing has been seen as a method of holding schools accountable for graduating literate students with at least basic skills. Because of the historically greater failure rate of some minority groups, opponents of minimum competency testing have characterized it as a racist means of denying educational credentials to minority groups.
Instructionally, these testing programs must be based on taught objectives and must have remedial programs available to students who fail. Because minimum competency tests are used to make decisions having serious consequences for students, they must be psychometrically sound and conform to or exceed quality standards set forth by the testing profession. (BS)

ED 284 924 UD 025 654

Howell, John F.
Results of the Drug and Alcohol Use Survey, Grade 6 and 9, 1986-87.
Springfield Public Schools, Mass.
PUB DATE- May 87
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Age Differences; Attendance; *Drinking; *Drug Use; Elementary Secondary Education; *Individual Characteristics; Peer Influence; Racial Differences; Self Concept; *Smoking; Stimulants; *Urban Schools
IDENTIFIERS- Drug and Alcohol Survey; *Springfield Public Schools MA
This report presents the results of a 1986-87 survey of frequencies and percentages of drug use among sixth and ninth graders in the Springfield (Massachusetts) Public Schools. Among the findings elicited through a student questionnaire were the following: (1) The users of drug and alcohol were more frequently male than female. (2) There did not seem to be many differences across racial or ethnic populations. (3) Drug users tended to see themselves less as good students and more as poor students than those who use alcohol. (4) Drug users were absent about five times as much as other students. (5) Drug users were slightly more likely to live with one parent than non-users. (6) Drug users reported starting to drink much earlier than the grade nine alcohol users. (7) Drug users were three to four times more likely to drink daily or even weekly. (8) There were very few drug users at the grade six level. (9) More than three-quarters of the drug users used their drugs with friends. (10) Only 41 percent of drug users reportedly wanted to stop using drugs. (11) Students involved with drugs were generally the ones who were more likely to have seen drugs being used. And (12) most smokers of tobacco were drug users too. The survey instrument is appended. (PS)

ED 284 938 UD 025 685

Zachman, Jill M.
A Selected Review of the Literature on Factors and Conditions Driving the High Risk and Dropout Problem. Policy Studies in Language and Cross Cultural Education.
San Diego State Univ., CA. Dept. of Policy Studies.
PUB DATE- Jan 87
NOTE- 183p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - General (140)
DESCRIPTORS- *Dropout Characteristics; Dropout Prevention; *Dropout Rate; Educational Improvement; Educational Policy; *Educational Research; *High Risk Students; High Schools; Research Utilization; Special Programs; Student Needs
This report presents the findings of a review of 45 selected references on issues associated with high risk students and dropouts. The literature was analyzed according to: (1) the manner in which high risk students and dropouts are characterized; (2) the suggested causes and conditions driving the problems of high risk and dropping out; (3) the demographic projections at the State and national level and their implications; (4) the value position reflected in the research on high risk students; and (5) current educational reform implications for high risk students. The major conclusion was that the grave problems of high risk and dropout students will become even worse as their numbers increase through demographic changes and the failure of educational policy and practices to adequately address many of the causes and conditions of the problem. The inability of policy makers and practitioners to mitigate these causes and conditions stems from the failure to incorporate data into policy decisions regarding program direction and resource allocations. Two recommendations are offered: (1) the data used for policy making should be derived from interactional research models integrating personal/sociocultural and school-related factors; and (2) interactional research models should provide for examining policies and procedures of city councils and other local legislative bodies which may have an impact on educational facilities and services. The document is

physically organized into five sections, as follows: (1) executive summary (p.1); (2) review and discussion (p.2-30); (3) annotated bibliography of the 45 references (p.31-52); (4) lengthy 2-3 page abstracts of the 45 references (p.53-156); and (5) profiles of 10 effective programs (p.157-177). (KH)

ED 284 952 UD 025 784

Bailey, Jerry D.
Research Needed to Assess the Performance of Magnet Schools
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 87
NOTE- 10p.; In: Planning and Developing Magnet Schools: Experience and Observation; see UD 025 778.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Achievement; Educational Improvement; Elementary Secondary Education; *Magnet Schools; *Outcomes of Education; Program Design; *Program Evaluation; Program Implementation; *Research Needs; *School Desegregation; *Urban Schools; Voluntary Desegregation
Magnet schools are designed to increase students' chances of obtaining the type of education they desire, but little is known about the actual relationship between the magnet school experience and its benefit to students once they leave it, and more research is needed. While a considerable amount has been written about the effects that magnet schools have on the quality of education, achievement questions are still fertile ones for investigation. Another need is in the area of information about students' success after leaving magnet schools. It would be helpful to know how successful the magnet experience was in fulfilling the educational and career aspirations of the students, the relationship of magnet programs to the postmagnet experience, the success of its students in achieving career objectives, or whether the magnet experience was causal to the students' ability to gain entrance into the college of his or her choice. Such information seems to be lacking in many school districts that have magnet school programs. Other research studies might usefully identify which systems developed the capacity to track students after their enrollment; compare the performance of students by feeder school, race, sex, ability, and interest; and document the progress of students over the period of time that students are enrolled in the magnets--do students do better in the second year than in the first? Finally, little is known about the basic organization of magnet schools. (KH)

ED 284 720 SE 048 263

Mathematics Curriculum Framework, Grades 9-12.
Tennessee State Dept. of Education, Nashville.
PUB DATE- 87
NOTE- 66p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Course Content; *Course Objectives; Curriculum Design; *Mathematics Curriculum; Mathematics Education; Mathematics Instruction; *Minimum Competencies; Secondary Education; *Secondary School Mathematics; State Curriculum Guides; State Departments of Education; State Programs; State School District Relationship; *State Standards
IDENTIFIERS- *Tennessee

Developed by a statewide committee of educators in the field of mathematics, this framework is designed to serve as a basic tool for curriculum development and implementation in Tennessee high schools. Each local school system is required to implement this framework beginning with the 1988-89 school year. The document contains goals and terminal objectives which are organized within the various strands for each subject taught. The goals identify what should be accomplished in each subject and the terminal objectives define the expectations within each strand. Goals and objectives are provided for the following subjects: (1) Arithmetic Grade 9; (2) Applied Mathematics I; (3) Applied Mathematics II; (4) Pre-Algebra; (5) Algebra I; (6) Algebra II; (7) Unified Geometry; (8) Trigonometry; (9) Advanced Mathematics Survey; (10) Calculus; (11) Advanced Algebra; (12) Analytical Geometry; and (13) Probability and Statistics. Included is a rationale statement, a list of the overall goals for teaching mathematics in Tennessee, and the Tennessee Secondary Mathematics Course sequences. (TW)

ED 284 734 SE 048 279

White, J. Lynne, Ed.
Catalogue of Practices in Science and Mathematics Education.
COSMOS Corp., Washington, DC.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Jun 86
NOTE- 216p.
GRANT- TEI-8550079
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College School Cooperation; *Curriculum Development; Elementary School Mathematics; Elementary School Science; Elementary Secondary Education; Environmental Education; Higher Education; *Inservice Teacher Education; *Mathematics Education; Mathematics Instruction; Professional Associations; School Business Relationship; *Science Education; Science Instruction; Secondary School Mathematics; Secondary School Science
IDENTIFIERS- *Promising Practices

National concern has focused increasingly on the need to improve the quality of science and mathematics education in schools in the United States. In response to this concern, four professional associations solicited nominations of exemplary science and mathematics programs. This publication is a compilation of all programs that were nominated. The promising practices include new curricula, teacher training strategies, assessment processes and consortium arrangements. Some practices represent the efforts of an individual teacher in the classroom, while others are district-wide in scope, and may include inservice programs designed to introduce hands-on laboratory experiences in science or problem-solving skills in mathematics. Some represent collaborative efforts between industry and schools or universities and schools to provide teacher training, research, and resources. The 370 practices span kindergarten through twelfth grade. The program descriptions are followed by three indexes: alphabetical, geographical, and subject area. (TW)

ED 284 749 SE 048 294

Komarnicki, Mary; Doble, John
Public Attitudes toward Engineering and Technology--Part 1: An Analysis of Existing Survey Data for the National Academy of Engineering.
Public Agenda Foundation, New York, NY.
SPONS. AGENCY- National Academy of Engineering, Washington, D.C.
PUB DATE- 86
NOTE- 111p.; For part 2 of an examination of public opinion of engineering and technology, see SE 048 295.
AVAILABLE FROM- Executive Office, National Academy of Engineering, 2101 Constitution Ave., NW, Washington, DC 20418 (no charge).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Aerospace Technology; *Engineering; Federal Government; Government Role; International Relations; *International Trade; Investment; National Defense; Nationalism; *Public Opinion; Public Policy; *Science and Society; *Social Attitudes; Space Exploration; *Technological Advancement; Technological Literacy
This report presents an analysis of public and leadership opinion survey data about engineering and technology over the past 10-15 years. It examines public attitudes toward technology and engineering, and provides implications about views concerning specific issues related to these general subjects. The volume is organized thematically, into sections, which include: (1) the public's perception of engineering; (2) the importance of technology in the United States; (3) the perceived quality of U.S. products versus foreign products; (4) technological development and protectionism; (5) technological investment and business; (6) technology and the federal government; (7) technology, the Strategic Defense Initiative, and space exploration; and (8) public views of technology. Within each section, detailed observations provide further analytic interpretation. Written analyses and interpretations are interspersed with tabular material that generally presents data in chronological order to support the conclusions. (TW)

ED 284 764 SO 017 413

Holmes, Glyn, Ed.
Computer-Assisted Instruction. Special Double Issue.
PUB DATE- 84
NOTE- 118p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - General (140)
DESCRIPTORS- *Computer Assisted Instruction; Computer Literacy; *Computer Managed Instruction; *Computers; Educational Technology; English; English (Second Language); History; Music; Philosophy; *Programed Instructional Materials; Second Language Instruction

This booklet presents evidence to support the idea that distinctions between the instructional and research applications of the computer are becoming blurred. The issue includes contributions from authors who are at the forefront of computer-assisted instruction (CAI) development in their respective fields. An attempt is made to represent most disciplines in the humanities, with emphasis on English, foreign languages, English as a second language (ESL), classics, history, music, and philosophy. All of the articles accomplish at least one of three functions: (1) constitute an overview of CAI in the discipline; (2) focus on a specific representative contribution of the computer; or (3) state more philosophically how computers can be relevant to their field. Currently, CAI is field in the process of maturation. Obstacles to growth include the need for systematization and standardization of courseware, the inherent conservatism of the educational system, and the need for improved hardware. The issue concludes with a book review of current writings on computers and education. (RSL)

ED 284 778 SO 018 173

Lockledge, Ann
Choosing to Teach Relationships: Economic Geography and the Local Community.
PUB DATE- Apr 87
NOTE- 27p.; Paper presented at the Annual Rocky Mountain Regional Social Studies Conference (Denver, CO, April, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Community Planning; *Community Relations; Economic Climate; *Economic Factors; Employment; *Environmental Influences; Grade 7; *Human Geography; Instructional Materials; Intermediate Grades; Policy Formation; *Resources; Resource Units
Both the teaching of the free enterprise system and the teaching of geography are an integral part of the guidelines for elementary school social studies in most states. The two have been combined into a resource unit for studying localities so that students may understand that U.S. citizens, the environment, and the economy are interdependent. This series of lesson plans, originally written for students in grades 4-7 in the Black Hills area of South Dakota, provides activities which explore the interrelatedness of planning, climate, geographical landforms, available natural resources, and economic activity. These statements are used to define the relationships: a community is a group of people who live in one area under one government; economic activity is the work people in the community do to earn a living; resources are needed to carry on economic activities; and planning is the way people in a community use resources wisely. Guided practice and formative evaluations include charting, simulation games, large group concentration, writing biopoems, economic bingo, and various types of student responses. (Author/BZ)

ED 284 794 SO 018 244

Scott, Rosalind; And Others
Jamaica: A Development Perspective.
Victoria International Development Education Association (British Columbia).
SPONS. AGENCY- Canadian International Development Agency, Ottawa (Ontario).; Employment Immigration Canada, Ottawa (Ontario).
PUB DATE- 84
NOTE- 73p.; For related documents, see 018 240-246. Document printed on colored paper.
AVAILABLE FROM- Victoria International Development Education Association, 407-620 View Street, Victoria, British Columbia, Canada V8W 1J6 ($12.50, Slide-Tape: $50.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Non-Print Media (100)
DESCRIPTORS- Agriculture; Area Studies; Creative Art; *Cultural Traits; Developing Nations; Educational Practices; *Ethnic Groups; Family Life; Food; Foreign Countries; Health; Industry; Instructional Materials; *Latin American History; Leisure Time; Mass Media; Religion; Rural Areas; Secondary Education; Social Studies; Transportation; Urban Areas
IDENTIFIERS- *Jamaica; *Latin American Studies
Jamaica is known mainly as a tourist playground and the home of Reggae music. This Jamaican teaching unit dispels stereotypes and shows Jamaica for what it really is--an economically-troubled, developing nation. The unit illustrates the challenges this island nation is facing in its struggle toward economic development. Contents are: Teacher Overview, Fact Sheet, Maps, Geography and Climate, History, Economy, Rural Life, Family Life, Food, City Life, Housing, Health, Education, Religion--Rastafarians, Culture--Reggae, Government, Bibliography, Student Worksheets, and Slide-Tape Script. (BZ)

ED 284 809 SO 018 317

Haughton, Harry S.
Reproducing Visible-Minority Exclusion from the Ontario School Curriculum: An Ethnography of Educational Processes.
PUB DATE- Dec 86
NOTE- 26p.; Paper presented at the Annual Conference of the Ontario Educational Research Council (Toronto, Ontario, Canada, December 5-6, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cultural Context; Curriculum Development; Educational Assessment; *Educationally Disadvantaged; *Equal Education; *Ethnography; Foreign Countries; Higher Education; *Low Achievement; Majority Attitudes; *Minority Groups; *Multicultural Education; Politics of Education; Social Discrimination; Subcultures
IDENTIFIERS- Great Britain; *Ontario; Southeast Asians; United States; West Indians
This study examines how the Ontario (Canada) educational system serves Southeast Asians and West Indians. This is the most recent stage of a longitudinal study started about 16 years ago. The main purpose of the larger study is to examine the notion of curriculum as a social process of cultural selection engaged in by schools operating as the Ontario state's major agent of cultural transmission and acquisition. The 12 findings of the research reported represent the results of an extensive survey of the literature related to the under-achievement of these "visible minorities" in the school systems of Great Britain, the United States, and Canada. The study indicates that these groups have little input into the control of the curriculum process of Ontario schools. Other findings are: (1) despite the initiatives taken by most boards of education and the Ontario Ministry of Education in the area of multicultural education, the concept of anti-racist education has not been attended; (2) because of the failure of multicultural education to move society to the position of equity, the Ontario Ministry of Education is involved in preparing a provincial race relations (anti-racist) educational policy for all; (3) policymaking which would seek to eliminate any kind of racial, cultural, or sexual harassment in the schools has not been addressed; (4) education authorities have not conceded the limitations of multicultural education in the matter of staff development; (5) school-community relations are a one-sided flow from the school to the community, but not from the community to the school; (6) leadership continues to be defined from a Euro-Canadian perspective; (7) curriculum development and implementation are still matters which exclude visible minorities; (8) teacher and teacher training programs are inadequate for the multi-racial classroom; (9) guidance counselors have not been able to respond meaningfully to the visible minority student; (10) most boards of education and even the Ministry of Education itself have no policies or programs to guide personnel in responding to racial incidents; (11) cultural diversity and the implication for cognitive styles have not begun to receive the serious attention which a society preaching multiculturalism should display; and (12) the education system has legitimated minority exclusion from the labor market altogether in times of high unemployment. (BZ)

ED 284 823 SO 018 522

Banaszak, Ronald A.
The Nature of Economic Literacy: ERIC Digest No. 41.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Aug 87
NOTE- 4p.
CONTRACT- 400-86-0020
AVAILABLE FROM- Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Indiana University, Bloomington, IN 47405.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Competence; *Competency Based Education; Course Evaluation; Curriculum Evaluation; *Economics; *Economics Education; *Educational Objectives; High Schools; Instructional Effectiveness; Literacy; Program Effectiveness; Social Sciences; Social Studies
IDENTIFIERS- ERIC Digests

Educators should assess the economics curricula in order to determine whether the latest and most accurate views of economic life in the United States and the world are taught to high school students. Economic literacy involves knowing and applying fundamental economic theories in order to make rational decisions about the use of limited resources. This digest considers the nature of economic literacy through an exploration of the basic economic concepts that students should learn, a definition of economics as a way of thinking, and desired outcomes of education for economic literacy. Fundamental themes of economics education should include scarcity, productive resources, economic systems, exchange, incentives, the market place, and managing the economy. An economic way of thinking refers to decision-making as the central skill of economic literacy and emphasizes the application of this skill to decision-making. While the ability to conduct objective and reasoned analysis of economic issues is the most important benefit of economic literacy education, students also learn to understand the economic dimensions of issues, to evaluate the consequences of economic decisions, and to participate intelligently in the political process. (JHP)

ED 284 837 SP 028 992

Cosky, Alicia C.
The Realities of Leisure Education in Later Life.
PUB DATE- Apr 87
NOTE- 33p.; Paper presented at the National Convention of the American Alliance for Health, Physical Education, Recreation and Dance (Las Vegas, NV, April 13-17, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Educational Needs; Financial Support; *Leisure Education; *Older Adults; *Program Development; Program Implementation; *Relevance (Education); Resources; Social Attitudes
High-quality leisure education programs for the elderly are few in number considering the size of the older population. Most existing programs are probably inappropriate for the elderly age group. Better perspectives and understanding on the part of leisure educators is needed. Leisure education programs for the elderly may become more plentiful and effective if the planning process encompasses insights sufficient to justify the need for such programs and the necessary funding. A working knowledge of how society perceives the elderly and their needs in later life is essential, along with knowledge of available resources to implement leisure programs for the elderly. Leisure educators should employ strategies from an adult developmental approach when planning such psograms. Leisure programs for the elderly must emphasize the enhancement of the quality of life during the later years and empower individuals with the necessary knowledge and skills to age successfully. (CB)

ED 284 852 SP 029 218

Barger, Robert N.
Survey of Illinois School Districts for the Initial Year of Teaching Study. Final Report submitted to the Illinois State Board of Education per Contractual Service Agreement.
Eastern Illinois Univ., Charleston. Center for Educational Studies.
SPONS. AGENCY- Illinois State Board of Education, Springfield.
PUB DATE- 15 Sep 86
NOTE- 55p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Beginning Teachers; *Educational Policy; Elementary Secondary Education; Inservice Teacher Education; Public Education; *School Districts; Staff Development; State Programs; Superintendents; *Teacher Orientation
IDENTIFIERS- *Beginning Teacher Induction; *Illinois
The Illinois State Board of Education contracted with Eastern Illinois University to survey the local school districts and identify the operating models of programs to assist and support beginning teachers and to ascertain what innovative activities were occurring. Specifically the questionnaire addressed the following areas: (1) demographic characteristics of the responding districts; (2) programs introducing beginning teachers to district policies, guidelines, and/or expectations; (3) whether the information was provided on teaching strategies/instructional processes; and (4) whether the district had a formal program for beginning teachers. A total of 598 school districts responded to the questionnaire. Results indicated that there are very few beginning teacher induction programs in Illinois, if such programs are assumed to include not only orientation of beginning teachers to district policies and practices, but also provision of information about instructional strategies and the instructional process in a manner especially accommodated to beginning teachers. Materials sent by the few programs available consisted of one-page orientation day agendas, support activities, and consulting agreements. Programs varied widely by formality, number of times implemented, materials used, and content. Appendices present the questionnaire, a summary of responses, a list of school districts with special group instructions for beginning teachers, and excerpts of district materials for such programs. (CB)

ED 284 868 SP 029 279

Young, Michael; And Others
Self-Esteem Relative to the Use and Expected Use of Alcohol and Tobacco and the Identification of Suspected Children of Alcoholics.
PUB DATE- 87
NOTE- 13p.; Funded by the Arkansas Office of Alcohol and Drug Abuse Prevention.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Alcoholic Beverages; Alcoholism; *Drug Use; Grade 2; *Parent Influence; Primary Education; Self Esteem; Sex Differences; Smoking; *Student Attitudes; Tobacco
IDENTIFIERS- Alcohol Abuse
This study sought to: (1) identify levels of use and expected use of alcohol and tobacco among second grade children; (2) determine if differences exist in levels of self-esteem between children who expect to use these substances and children who no not expect to do so; and (3) determine if differences exist in levels of self-esteem between children identified as a "suspected child of alcoholic parents" and children not so identified. Two hundred eighty-nine children from 11 project elementary schools were randomly selected from various second grade classes to participate in 20-minute interviews. Questions concerned self-esteem, as well as items concerning use and expected use of alcohol and tobacco. Results indicate that some children had used, and were currently using, alcohol and tobacco products and expected to continue to use these products in the future. Suspected children of alcoholics were more likely to have used alcohol and tobacco and to score lower on "parent self-esteem." (Author/DF)

ED 284 882 TM 870 406

Tompkins, John F.; Schnelker, Diane
Gifted and Talented Program, 1985-86. Report of Evaluation.
Des Moines Public Schools, IA. Dept. of Evaluation, Research, and Testing.
PUB DATE- 3 Oct 86
NOTE- 72p.; For the 1983-84 report, see ED 253 026.
AVAILABLE FROM- Department of Evaluation Research and Testing, Des Moines Independent Community School District, 1800 Grand Avenue, Des Moines, IA 50307-3382.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Budgets; Elementary Education; Expenditures; *Gifted; Program Descriptions; *Program Evaluation; *Questionnaires; School Demography; *Student Attitudes; *Talent
IDENTIFIERS- *Des Moines Public Schools IA

This document presents findings of an evaluation of the Gifted and Talented (G/T) Program serving 860 elementary and secondary school students in the Des Moines (Iowa) Independent Community School District. The evaluation was based on a questionnaire approach designed to gather data from program participants and building coordinators. Comments summarizing the evaluation results included the following: the Central Academy appeared to be a valuable experience for the students involved; specific logistical areas were identified as causing problems for some Central Academy students; and nearly one-third of the students in grades 2 and 3 indicated on the questionnaire that they did not receive assignments different from others in their class. Five recommendations were made: (1) the staff of the Saturday G/T Institute should make every effort to increase the rigor demanded of students; (2) logistical factors should be resolved; (3) an attempt should be made to make more students aware of the contents of the Individual Written Plan; (4) stated goals of the program should be examined to determine whether they are being achieved; and (5) the program administration should take steps to insure that the representation of minority students in the program is increased. Appendices include demographic information and the five instruments used in the evaluation. (LMO)

ED 284 897 TM 870 444

Pascarella, Ernest T.
Are Value-Added Analyses Valuable?
PUB DATE- 86
NOTE- 23p.; In: Assessing the Outcomes of Higher Education; see TM 870 436.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Accountability; Aptitude Treatment Interaction; Colleges; *Educational Assessment; Educational Testing; Evaluation Methods; *Evaluation Problems; Higher Education; Institutional Evaluation; *Outcomes of Education; *Pretests Posttests; *Student Evaluation; Testing Programs; Undergraduate Study; Values
IDENTIFIERS- *Value Added

The value-added approach to the assessment of student outcomes examines actual or inferred changes in students' performance over time. It also attempts to separate the net effects of instruction from previous ability or simple maturation. Others may have different definitions of this concept, and this vagueness causes problems. Suggested ways to improve value-added assessment include the cross-sectional research design; methods of estimating the effect of a particular collegiate experience independent of students' pre-college differences; multiple regression analysis; analysis of joint or redundant effects not directly attributable to instruction; and the development of causal models. It is also noted that value-added assessments which consider only the general effects of college disregard the possibility that not all students may benefit equally from the same experience. Further attention to this area of research is needed. (GDC)

ED 284 911 TM 870 496

Hambleton, Ronald K.
Evaluating Criterion-referenced Tests. ERIC Digest.
ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 86
NOTE- 4p.
CONTRACT- 400-86-0018
AVAILABLE FROM- ERIC Clearinghouse on Tests, Measurement, and Evaluation, Educational Testing Service, Princeton, NJ 08541-0001 (single copy free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Behavioral Objectives; *Criterion Referenced Tests; Decision Making; *Evaluation Criteria; *Specifications; *Test Construction; Test Interpretation
IDENTIFIERS- *ERIC Digests; Standards for Educational and Psychological Tests; Test Specifications
Criterion-referenced tests (CRTs) are constructed to permit the interpretation of examinee tests performance in relation to a set of well-defined competencies. CRTs are currently used extensively in schools, industry, and the armed services because they provide valuable and different information from norm-referenced tests. Test publishers, school districts, and state departments of education produce CRTs; however, many of the available tests fall far short of the technical quality necessary for them to accomplish their intended purposes. This digest provides practitioners and test developers with guidelines for evaluating CRTs. Drawn from the Standards for Educational and Psychological Testing, 25 content and technical questions are presented that must be answered when evaluating criterion-referenced tests. The technology for preparing CRTs is now well developed, and practitioners can avoid improperly prepared tests by addressing these questions. (BS)

ED 284 925 UD 025 662

Wood, Christine T.; And Others
A Study of Targeting Practices Used in the Chapter 1 Program: Final Report.
SRA Technologies, Inc., Arlington, VA.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, D.C.
REPORT NO.- SRA-486
PUB DATE- 19 Dec 86
NOTE- 265p.
CONTRACT- 400-85-1016
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143)
DESCRIPTORS- *Admission Criteria; *Compensatory Education; Economically Disadvantaged; Educationally Disadvantaged; Elementary Secondary Education; *Eligibility; Federal Legislation; *Identification; Institutional Characteristics; Low Achievement; *Program Improvement; Remedial Instruction; School Districts; Urban Education
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1

This study examined the dynamics and outcomes of the selection procedures of Chapter 1 programs in order to provide information needed for program reauthorization. Of central concern was the reason for variation in the student and school selection characteristics across districts. As information was analyzed and compared for Chapter 1 and non-Chapter 1 students, the following policy implications emerged: (1) Chapter 1 participation should be reduced in districts with low poverty occurrences; (2) in districts with poverty levels above 25% more high poverty schools should be eligible; (3) the use of the high concentration of poverty option should be restricted to high poverty districts; (4) the selection measures for students within a district must be uniform; (5) uniform selection standards must be applied for students eligible for more than one program; (6) greater use should be made of the schoolwide project option plan; (7) districts with small concentrations of deprived students should reexamine their selection practices; and (8) districts should be permitted to continue targeting grade bands. Data are presented on 46 tables and one figure in this report. Six appendices contain additional statistics from the study. (VM)

ED 284 939 UD 025 686

Ochoa, Alberto M.; And Others
The Empowerment of All Students: A Framework for the Prevention of School Dropouts. Policy Studies in Language and Cross Cultural Education.
San Diego State Univ., Calif. Inst. for Cultural Pluralism.
PUB DATE- Jan 87
NOTE- 125p.
AVAILABLE FROM- Policy Studies Dept., College of Education, San Diego State University, San Diego, CA 92182 ($10.00 per copy; 10% discount for over five copies).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Academic Achievement; Academic Failure; Community Involvement; *Dropout Prevention; *Dropout Programs; Educational Trends; Elementary Secondary Education; Equal Education; Family School Relationship; *High Risk Students; Hispanic Americans; *Intervention; *Minority Group Children; Parent Participation; School Holding Power
IDENTIFIERS- Supportive Learning Environments
Early interventions and educational expectations that promote access, quality education, and the right to career options are necessary parts of any dropout prevention program. This report suggests that preventing school failure and empowering students to succeed should be the goals of such programs. It discusses student underachievement and specifically the inequity of educational services for language minority students. It maintains the importance of collaboration between school, community, and home in preventing dropping out. The material is organized as follows: (1) review of literature on factors and conditions driving the high risk and dropout problem; (2) effect of student empowerment on academic success; (3) five stages of social and academic indicators that foster and/or contribute to dropping out; (4) need for collaborative intervention programs; (5) process for identification, planning, development, and implementation of a

school dropout prevention plan; (6) some suggested interventions; (7) summary; (8) bibliography; and (9) appendices which include a sample mission statement on dropout prevention, definitions of a school dropout, roundtable recommendations, lists of members of roundtable task forces, and project questionnaires. (PS)

ED 284 953 UD 025 785

Metz, Mary Haywood
Issues in Designing Magnet Schools.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 87
NOTE- 17p.; In: Planning and Developing Magnet Schools: Experience and Observation; see UD 025 778.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; *Magnet Schools; Program Design; Program Evaluation; *Program Implementation; School Administration; *School Desegregation; Student Recruitment; Teacher Attitudes; *Urban Schools; *Voluntary Desegregation
This paper, based loosely on findings presented in the other papers collected with it in a single volume, discusses general issues in designing magnet schools, focusing on three main themes: (1) the interdependence of program design and recruitment issues; (2) school level practices which help to turn racial desegregation into racial integration; and (3) the strains experienced by teachers and principals when programs are imposed from above. Magnet schools must be designed to be attractive to volunteering parents. This task is complicated by the requirement of appealing to a constituency that is both narrow (those interested in a specialized education) and diverse (racially and ethnically). Moreover, magnet schools are obliged not to make regular schools appear to be second class, or to leave the staffs at regular schools feeling that their best students are being pulled away from them. To avoid this seeming conflict of goals, it may be best to think of a magnet school as an array of schools rather than as a single school. Magnet schools must appeal to all types of students, not just to those who are best at competing in traditional instructional environments. Because most magnet schools are desegregated schools, it is important that teachers pay attention to students' social and cultural diversity. Magnets allow students of different races to be put in situations where they must cooperate to achieve common goals. Magnet school teachers and principals, who are often expected to work in magnet programs that are quickly designed and imposed on a school, deserve much support and latitude. (KH)

ED 284 721 SE 048 264

Assaff, Edith
Hazardous Wastes and the Consumer Connection. A Guide for Educators and Citizens Concerned with the Role of Consumers in the Generation of Hazardous Wastes.
Michigan Environmental Education Association.; Western Michigan Univ., Kalamazoo. Science for Citizens Center of Southwestern Michigan.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 84
NOTE- 20p.
GRANT- OSS-79-23390
AVAILABLE FROM- Science for Citizens Center of Southwestern Michigan, Western Michigan University, Kalamazoo, MI 49008.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Conservation (Environment); *Consumer Education; Decision Making; Ecological Factors; *Environmental Education; *Hazardous Materials; *Natural Resources; Paper (Material); *Plastics; Poisons; Pollution; Public Health; Quality of Life; Science and Society; *Wastes

Many consumers do not see a strong connection between our lifestyles and buying decisions, and the amount of hazardous wastes generated in the United States. This guide was developed to be used by educators and citizens concerned with the role of consumers in the generation of hazardous wastes. It examines several products in terms of their potential for producing hazardous wastes. These include such common objects as fishing line, plastic bags, frisbees, and paper bags. The document urges citizens to learn more about the industrial processes that transform raw materials into the products we use, and, if it is found that a product generates hazardous waste, the consumer should ask several questions. These include: (1) Do I really need this product at all? (2) Should I substitute another product for this one? (3) Can I use less of this product, or use it less frequently? (4) How will I use this product? and (5) Where will this product ultimately end up? Each of these questions is discussed and options for individual decision making are presented. Also contained in the guide are a glossary of terms and an annotated bibliography of other information and resources. (TW)

ED 284 735 SE 048 280

Phelps, E.; And Others
Cognitive Growth through Peer Collaboration: Tasks and Materials--Mathematics, Spatial Reasoning, and Balance Tasks.

Clark Univ., Worcester, Mass.; Radcliffe Coll., Cambridge, Mass.
SPONS. AGENCY- Spencer Foundation, Chicago, Ill.
PUB DATE- Jan 87
NOTE- 77p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Arithmetic; *Curriculum Development; Elementary Education; *Elementary School Mathematics; *Elementary School Science; Force; Mathematical Applications; Mathematics Education; *Mathematics Instruction; Mathematics Skills; Physical Sciences; Science Activities; Science Education; *Science Instruction; *Spatial Ability

These materials were developed in the course of research on "Cognitive Growth through Peer Collaboration." Materials were developed and adapted for teaching spatial reasoning and logical reasoning to fourth grade students. The document contains: (1) descriptions of the various tasks involved; (2) outlines of each of the activities which were developed to teach the various tasks; and (3) pretests and post-tests used with a sample of fourth grade students used to gain feedback on the materials during their developmental stages. (TW)

ED 284 750 SE 048 295

Doble, John; Komarnicki, Mary
Engineering and Technology: The Public's Perspective--Part 2: A Qualitative Analysis for the National Academy of Engineering.
Public Agenda Foundation, New York, NY.
SPONS. AGENCY- National Academy of Engineering, Washington, D.C.
PUB DATE- 86
NOTE- 49p.; For part 1 of an examination of public opinion of engineering and technology, see SE 048 294.
AVAILABLE FROM- Executive Office, National Academy of Engineering, 2101 Constitution Ave., NW, Washington, DC 20418 (no charge).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143)
DESCRIPTORS- College Graduates; Decision Making; *Engineering; Job Layoff; Legislators; Professional Autonomy; Professional Occupations; *Public Officials; *Public Opinion; *Science and Society; *Scientists; Social Attitudes; Technological Advancement; *Technology

This report for the National Academy of Engineering's Office of Public Awareness represents the second phase of an examination of public opinion about engineering and technology. This document presents an analysis of six qualitative, focused group discussions or focus groups. Five of these groups were college educated Americans and one was comprised of selected legislative assistants and committee staff from both the United States Senate and the House of Representatives. The research analyzed in this report looked at several areas. These included: (1) views about engineers and the engineering profession, including what the respondents think engineers do; (2) views about the personality and character of those in the engineering profession; (3) the perceived differences between engineers and scientists; (4) views about the impact of technology on the respondents' lives; (5) views about technology's negative effects, including risks and job loss; and (6) issues relating to technology and decision making in the Congress. The document examines 22 hypotheses related to the above areas, and presents an analysis of each. (TW)

ED 284 765 SO 017 415

Kimball, Bruce A.

Orators & Philosophers: A History of the Idea of Liberal Education.
REPORT NO.- ISBN-0-8077-2790-3
PUB DATE- 86
NOTE- 293p.
AVAILABLE FROM- Teachers College Press, 1234 Amsterdam Ave., New York, NY 10027 ($19.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Academic Education; Bachelors Degrees; *Educational History; *Educational Philosophy; *Foundations of Education; General Education; *Historiography; Humanistic Education; *Liberal Arts; Philosophy; Platonism

The history of liberal education is the story of a debate between orators, whose tradition stresses commitment to a body of civic knowledge derived from texts, and philosophers from whom our modern notion of formal science and specialized research originates. The story is very old--not only historically as it begins with Socrates and Plato--but also historiographically, because it has long been evident in the writings of modern scholars such as Hans von Arnim, Werner Jaeger, and Henri Marrow. It is also quite new in that no volume about the historical roots of "liberal education" in the United States has taken adequate account of this background. The volume presents an interpretation of the history of the ideals underlying the education that has been identified as "liberal." Certain conclusions have influenced the presentation: U. S. higher education in the second half of the 20th century holds Socrates, rather than Cicero, as its paragon; the purpose, rationale, structure, and content of its liberal education are, in a fundamental sense, Socratic and Platonic; and it is the nature of liberal education to report concerns in line with the philosophical ideal of liberal education, the continuing, ever-critical search for truth. (BZ)

ED 284 779 SO 018 195

Hurrelmann, Klaus
Societal and Organisational Factors of Stress on Students in School.
PUB DATE- 84
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Journal Articles (080)
DESCRIPTORS- Adjustment (to Environment); *Adolescents; Coping; Foreign Countries; High Risk Students; *School Attitudes; School Organization; Secondary Education; *Secondary School Students; Social Influences; Social Science Research; *Stress Management; *Stress Variables; Student Adjustment; *Student Motivation; Student School Relationship
IDENTIFIERS- *West Germany
Objectively speaking, there has been great historical progress in the educational and developmental opportunities for children and adolescents. However, this progress is not reflected either in an actual improvement of the "qualify of life" or in the subjectively perceived chances of education of adolescents in and out of school. Empirical support for this proposition comes in the observation that symptoms of stress do not only appear in students whose achievements are rated as poor. In this paper an attempt is made both to discuss factors of stress in 14- to 18-year-old students in and out of school and at the same time to point out the adolescent's own subjective perception of some of those factors by means of an empirical investigation. Factors external and internal to school must be seen as standing in a close relation of interaction to each other. The kind and intensity of mental and social stress is explained by combining an "objective" analysis with a "subjective" one. School is looked at both as a system of social order, organization and interaction, and as a realm of experience and a social environment for students. On the basis of these considerations, the conception of "stress" is discussed in the context of a meta-theoretical model of the subject who is productively managing his or her reality. (Author/BZ)

ED 284 795 SO 018 245

Semaan, Leslie
Mexico.
Victoria International Development Education Association (British Columbia).

SPONS. AGENCY- Canadian International Development Agency, Ottawa (Ontario).; Employment Immigration Canada, Ottawa (Ontario).
PUB DATE- 86
NOTE- 118p.; For related documents, see SO 018 240-246.
AVAILABLE FROM- Victoria International Development Education Association, 407-620 View Street, Victoria, British Columbia, Canada V8W 1J6 ($15.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Non-Print Media (100)
DESCRIPTORS- Agriculture; Area Studies; Creative Art; *Cultural Traits; Developing Nations; Educational Practices; *Ethnic Groups; Family Life; Food; Foreign Countries; Health; Industry; Instructional Materials; *Latin American History; Leisure Time; Mass Media; Religion; Rural Areas; Secondary Education; Social Studies; Transportation; Urban Areas
IDENTIFIERS- *Latin American Studies; *Mexico

The text explores Mexico's history, geography, art, religion, and lifestyles in the context of its complex economy. The text focuses on Mexico's economy and reasons for its current situation. Part I of this teaching unit includes: Teacher Overview, Why Study Mexico, Mexico Fact Sheet, Map of Mexico, the Land and Climate, History, Government, Religion, People, Agriculture, Industry, Cities, Housing, Family Life, Food, Dress, Health, Education, the Arts, Leisure, and Glossary. Part II contains activities. (BZ)

ED 284 824 SO 018 524

Wojtan, Linda
Teaching about East Asia: A Resource Packet.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 87
NOTE- 22p.
CONTRACT- 400-86-0020
AVAILABLE FROM- Social Studies Development Center, 2805 East Tenth Street, Suite 120, Indiana University, Bloomington, IN 47405.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Reference Materials - Directories/Catalogs (132) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Annotated Bibliographies; Area Studies; *Asian Studies; Directories; Educational Resources; Elementary Secondary Education; Information Sources; Instructional Materials; Resource Materials; Social Studies; Teaching Methods
IDENTIFIERS- Asia; *Asia (East); Asia (South); Asia (Southeast); China; Japan; Korea
Designed to assist social studies teachers, this resource guide provides a selected sample of current materials and resources available for teaching about East Asia. While sources on China, Japan, and Korea are emphasized, many of the materials also include information on South and Southeast Asia. Names, addresses, and telephone numbers of professional organizations and university-based outreach programs, many of which offer materials or consultants, are provided. Organizations offering specific programs on Japan and China are noted, along with journals which focus on the teaching of Asian studies. Annotated bibliographies of selected documents and journals, which appear in the Educational Resources Information Center (ERIC) database and which concern teaching about East Asia, are listed, along with commercial materials for use by both students and teachers. The commercial materials list includes supplementary sources such as audiovisual materials, simulations, and computer software. (JHP)

ED 284 838 SP 029 014

Ellis, Nancy E.
Focused Teacher Interaction for Successful Change.
PUB DATE- Apr 87
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Elementary Education; Elementary School Teachers; *Instructional Innovation; *Interprofessional Relationship; *Program Effectiveness; *Program Implementation; Teacher Administrator Relationship; *Teacher Behavior; Teaching Methods
An examination of the effects of collaborative interaction among 13 elementary school teachers implementing an innovative teaching approach collected data pertaining to the subjects' interdependence and lateral communication from teachers' responses to questionnaires answered at 2-week intervals throughout a school year. Data for measuring teacher implementation of the curriculum was drawn from 20 structured, 10-minute observations of each teacher. Field observation and structured and semi-structured interviews were also used as measures. Results showed that the number of times teachers met with their colleagues, assistants, principals, and supportive supervisors was unrelated to implementation. Lateral communication positively correlated with the quality of implementation only when teachers gave their assistants structured feedback or used an agenda checklist for meetings. Structured feedback given to teachers by supportive supervisors was highly correlated with quality of implementation. The study concluded that the most powerful strategy for raising the quality of implementation is regular, structured, specific feedback given to the teacher by a supportive supervisor for at least a year following initial training. (Author/CB)

ED 284 853 SP 029 219

Ocansey, Reginald
An Effective Supervision Guide for Supervisors: A Systematic Approach to Organizing Data Generated during Monitoring Sessions in Student Teaching.
PUB DATE- 86
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Higher Education; Preservice Teacher Education; *Student Teachers; *Student Teacher Supervisors; *Supervisory Methods; *Teacher Supervision
The Effective Supervision Guide (ESG), which organizes data generated during monitoring sessions in student teaching, is based on clear goal setting and feedback and provides student teachers and supervisors the opportunity to identify problem behaviors, prioritize the problem behaviors according to the degree of importance in terms of effective teaching, and then specify strategies for the behavior change process in student teaching. Intended for use in student teaching conferences to facilitate the organization and interpretation of the data generated during monitoring, the ESG has five components: establishment of a teaching performance baseline of the student teacher; selection of behaviors needing remediation or maintenance based on the baseline data; specification of strategies that can facilitate remediation or maintenance of targeted behaviors; establishment of criteria for evaluation of performance for each targeted goal; and indication of commencement and completion dates for the specified target behaviors. (Author/CB)

ED 284 869 SP 029 283

Research Grants Series No. 1.

Queensland Board of Teacher Education, Toowong (Australia).
REPORT NO.- ISBN-0815-7243
PUB DATE- Jul 85
NOTE- 51p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Collected Works - General (020)
DESCRIPTORS- *Admission Criteria; Educational Research; Foreign Countries; Higher Education; *Practicum Supervision; Preservice Teacher Education; *Reading Instruction; *Second Language Instruction
IDENTIFIERS- *Australia (Queensland)
The Queensland Board of Teacher Education instituted a small grants scheme to encourage research into teacher education. This document contains summaries of four projects. The first, "Admission of Student Teachers Using Both Academic and Non-Academic Criteria" (Phil Meade and David Smith), investigated the performance of teacher education students admitted through a special procedure that took into account non-academic criteria. The second, "The Skills of Primary Pre-Service Teacher Education Students in Relation to Speaking and Teaching of Languages Other Than English (LOTEs)" (Gary Birch), surveyed first-year teacher candidates to see how many had studied or learned informally a language other than English and how many of these would like to teach that language in primary school. The third summary, "Desirable Characteristics of Supervising Personnel in Schools" (C. A. Yarrow and others), surveyed teacher educators, school administrators and teachers, and third-year teacher candidates to find out what characteristics were perceived to be needed by field experience supervisors. The last summary, "The Formation of Teachers of Reading" (J. W. Lennon and others), provides information about teachers' concepts of reading instruction contrasting experienced teachers, beginning teachers, and student teachers. (MT)

ED 284 898 TM 870 446

Title VII Bilingual Education. 1985-86 Performance Report.
Albuquerque Public Schools, NM. Planning, Research and Accountability.
PUB DATE- 86
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bilingual Students; Elementary Secondary Education; *English (Second Language); English Teacher Education; Improvement Programs; *Language Proficiency; Language Tests; *Limited English Speaking; Non English Speaking; Professional Continuing Education; *Program Effectiveness; *Second Language Programs; Teacher Workshops
IDENTIFIERS- *Albuquerque Public Schools NM; Comprehensive Tests of Basic Skills; Elementary Secondary Education Act Title VII; Gates MacGinitie Reading Tests; Language Assessment Scales (De Avila and Duncan)

This Elementary and Secondary Education Act Title VII project was designed to increase English Language proficiency in limited English proficient students in Lau categories A, B, and C (non-English speaking, English as a second language, or bilingual). The intensive, 9-month program included both English language instruction and teacher training in English as a Second Language (ESL). Four middle and high schools from the Albuquerque (New Mexico) Public Schools participated. Program objectives included: (1) ESL (oral skills)--60 percent of category A and B students will show gains on the Language Assessment Scales; (2) ESL (literacy skills)--60 percent of category A and B students will show 80 percent mastery of items on the Gates MacGinitie Reading Tests; (3) transitional English (literacy skills)--60 percent of the category C students will show gains in English language subtests of the Comprehensive Tests of Basic Skills; and (4) teacher training--sampled teachers will use 80 percent of the ESL teaching techniques presented in their classrooms, and within each project year, 70 percent of the teachers will add six credit hours toward certification in teaching ESL or bilingual education. Only baseline data were available regarding the second objective. All other objectives, except for the continuing teacher education, were achieved. (JGL)

ED 284 912 TM 870 576

Fielding, Glen
Trends in Integrating Teaching and Testing. ERIC Digest.
ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 87
NOTE- 4p.; An ERIC Digest published in the ERIC/TME Update Series.
CONTRACT- 400-86-0018
AVAILABLE FROM- ERIC Clearinghouse on Tests, Measurement, and Evaluation, Educational Testing Service, Princeton, NJ 08541 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Adaptive Testing; Computer Assisted Testing; *Curriculum; *Educational Testing; Elementary Secondary Education; *Item Banks; *Metacognition; School Effectiveness; Teacher Effectiveness
IDENTIFIERS- *Curriculum Related Testing; ERIC Digests
In recent years, educational research and development has focused increased attention on ways of enhancing the instructional value of tests. This ERIC Digest summarizes some of the recent advances in linking instruction and assessment. Studies of teacher effectiveness indicate how important systematic assessment of student progress and use of test information is in making instructional decisions. Three functions are at the heart of integrating teaching and testing in the classroom: (1) diagnosing student knowledge and skill level before instruction; (2) monitoring student learning progress; and (3) providing regular feedback to students. Item banks, developed by various regional and national groups, facilitate linking of tests to instruction. Adaptive testing, in which the items given to a student depend on the student's previous performance, provides a more precise indication of where a student stands in a learning area. Tests based on modern cognitive theory illuminate previously hidden aspects of student thinking and performance. Articles appearing in a number of diverse publications discuss the need for more useful professional development programs for teachers on testing. The ERIC data base has references on learning, adaptive testing, teacher effectiveness, school effectiveness, mastery learning, test item banks, and curriculum-aligned tests. (LMO)

ED 284 926 UD 025 663

Immigrants' Children at School.
Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.
REPORT NO.- ISBN-92-64-12954-5
PUB DATE- 87
NOTE- 326p.
AVAILABLE FROM- OECD Publications and Information Centre, 2001 L. Street, N.W., Suite 700, Washington DC 20036-4095 ($22.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Curriculum Evaluation; *Disadvantaged; Elementary Secondary Education; *Equal Education; *Foreign Countries; Foreign Students; *Immigrants; Outcomes of Education; *Population Trends; Program Effectiveness; Second Language Programs
IDENTIFIERS- Australia; Canada; Europe (West)
Statistical evidence produced by a 4-year study of policies for educating immigrants' children in seven Western European countries, Canada and Australia shows that such children are disadvantaged under the present arrangements. This report considers how policies have been working and whether there is a case for some new directions and emphases. It is organized into the following five sections: (1) information on the study, its background, findings, conclusions, and implications; (2) analysis of information on foreign children in Belgium, France, West Germany, Luxembourg, The Netherlands, Sweden, and Switzerland; (3) discussions of problems in Australia and Canada; (4) discussion of social and cultural inequalities and their causes, with a focus on West Indian and Asian children in England and Wales; and (5) discussion of educational structures for immigrants' children in Europe and outside of Europe. Appendices include graphs on comparative development of nationals and foreigners in schooling; general data on foreign populations; and analysis of the data derived from three samples of pupils used in the study in France. (PS)

ED 284 883 TM 870 408

Hathaway, Walter; And Others
A Regional and Local Item Response Theory Based Test Item Bank System.
PUB DATE- Nov 85
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adaptive Testing; Competency Based Education; Computer Assisted Testing; Criterion Referenced Tests; Elementary Secondary Education; *Item Banks; Language Tests; *Latent Trait Theory; Mathematics Tests; *Minimum Competency Testing; *Quality Control; Reading Tests; *Test Construction; Testing Problems; Test Items; Test Theory
IDENTIFIERS- Calibration; Curriculum Alignment; *Fixed Parameter Approach; *Portland School District OR; Rasch Model
This report describes the development, operation, maintenance, and future prospects of the item banks pioneered by the Portland (Oregon) School District. At the time of this report, there were 3,500 mathematics, 2,200 reading, and 2,300 language usage items calibrated under the fixed parameter model of item response theory (IRT) for Grades 3-8. The advantages of common scaling of items through IRT methods are discussed, along with particulars for writing new items and conducting controlled field tests. Ongoing concerns include: (1) choosing the best IRT model (one-parameter, used currently, versus two- or three-parameter models); (2) adapting to curriculum dynamics, while preserving item comparability; (3) promoting curriculum alignment of test instruments; (4) making this complex system credible to those outside the testing research field. Twelve quality control guidelines are offered, covering proper printing of tests, test administration procedures, accurate coding and scoring, and retesting criteria. New directions include a pilot project in computerized adaptive testing at elementary and secondary levels and the development of large pools in science, guided by analysis of underlying constructs. The report provides names and addresses of those to contact for access to the item bank system. (LPG)

ED 284 940 UD 025 687

Recommendations to the Chancellor, the New York City Board of Education, Superintendents and Principals Regarding the 1986-1987 Attendance Improvement/Dropout Prevention Apportionment and the Dropout Prevention Program.

Public Education Association, New York, N.Y.

PUB DATE- May 86
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Attendance; Community Organizations; *Dropout Prevention; *Dropout Programs; Educational Environment; High Schools; *Middle Schools; *Program Administration; School Holding Power; Urban Schools
IDENTIFIERS- *New York City Board of Education

This report summarizes the key findings, conclusions, and recommendations of an analysis of 1985-86 outcomes of New York City's state-funded Attendance Improvement-Prevention (AI/DP) program and the city-funded Dropout Prevention Program. The central goal of the evaluation was to understand conditions which encouraged success in middle school programs and to determine the political and organizational conditions which affected implementation. The programs' designs are briefly described and major findings are outlined. These concern 1984-85 outcomes; level of program implementation in 1985-86; level of student and staff satisfaction with the programs; and interaction between school climate and program design. Finally, ten recommendations are presented and discussed. These include: (1) per capital funding of at least $1,700 per student should be provided; (2) the target population should include seventh graders and students who frequently cut classes; (3) increased schoolwide planning is necessary; (4) ongoing, school-based staff development activities are needed; (5) initiatives must be designed which respond to the continuing needs of students who are technically no longer eligible for services; (6) continued experimentation with program designs is called for; (7) solutions to the overcrowding at target schools must be devised; (8) the central Board of Education must facilitate contractual collaboration agreements with community based organization; and (9) program assessment that ties implementation findings with outcome results is needed. (KH)

ED 284 954 UD 025 786

Blank, Rolf K.
Comparative Analysis of Local Planning and Development of Magnet Schools.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 87
NOTE- 29p.; In: Planning and Developing Magnet Schools: Experience and Observation; see UD 025 778.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; *Magnet Schools; Program Design; Program Development; Program Evaluation; *Program Implementation; *School Desegregation; *School Effectiveness; *Urban Schools; Voluntary Desegregation

This paper, based on a recent comparative study of magnet schools conducted by the Department of Education, describes the features of successfully designed magnet schools. First, the paper highlights some of the major findings from the study on which it is based. Although there is a wide degree of variation in the design, development, and effectiveness of magnet schools, about one-third of the magnet schools in the study provided high quality education as measured by ratings of instruction, curriculum, student-teacher interaction, student learning opportunities, and use of resources. Three factors are strongly associated with high quality education in a magnet school: an innovative principal, a high degree of coherence in the magnet school theme, and policy commitment by district leaders and allowance of flexibility with rules, conventions, and procedures. Ten steps identified in the effective planning and development of magnet schools are presented and each is discussed separately. The steps are the following: (1) identify needs for magnet schools; (2) establish district desegregation and education objectives; (3) develop district program strategy; (4) select leaders for the program and schools; (5) identify and allocate resources; (6) design and staff individual magnet schools; (7) develop curriculum around magnet theme; (8) publicize the program and recruit students; (9) organize students and staff; and (10) maintain support. (KH)

ED 284 736 SE 048 281

Finkbeiner, Ann
National Science Foundation - Annual Report 1986.
National Science Foundation, Washington, D.C.
REPORT NO.- NSF-87-1
PUB DATE- 86
NOTE- 108p.; Colored photographs may not reproduce well. For the 1985 report, see ED 271 326.
AVAILABLE FROM- Superintendent of Documents, U. S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Science; *Elementary School Science; Elementary Secondary Education; Engineering Education; *Federal Aid; *Federal Government; Higher Education; *Research and Development; Research Universities; Science and Society; Science Education; Science Instruction; Scientific and Technical Information; *Secondary School Science; Technological Advancement
IDENTIFIERS- *National Science Foundation
The National Science Foundation (NSF) provides grants through its program divisions, which represent the various disciplines and fields of science and engineering. This report provides a synopsis of NSF grant awards and activities for 1986. The first two sections of the document highlight some of the current areas of NSF sponsored research and development, along with some crucial issues to be considered in the future. The next chapter focuses on: (1) centers and instrumentation; (2) meeting the future personnel needs of science and engineering; (3) precollege education and associated personnel issues; (4) international science and engineering; (5) polar programs; and (6) natural disasters. Subsequent sections of the book describe NSF award recipients, introduce various NSF employees who have responsibilities for specific program areas, and outline NSF operations and its organizational structure. Appendices include a listing of NSF staff and National Science Board members, financial and patent reports for fiscal year 1986, and the membership of NSF advisory committees. (TW)

ED 284 796 SO 018 246

Semaan, Leslie; Hillian, John
Nigeria.
Victoria International Development Education Association (British Columbia).
SPONS. AGENCY- Canadian International Development Agency, Ottawa (Ontario).; Employment Immigration Canada, Ottawa (Ontario).
PUB DATE- 84
NOTE- 73p.; For related documents, see SO 018 240-245. Document printed on colored paper.
AVAILABLE FROM- Victoria International Development Education Association, 407-620 View Street, Victoria, British Columbia, Canada V8W 1J6 ($12.50, Slide-Tape: $50.00, 1/2" Video: $35.00, 3/4" Video: $55.00).
LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Non-Print Media (100)
DESCRIPTORS- Agriculture; Area Studies; Creative Art; *Cultural Traits; Developing Nations; Educational Practices; *Ethnic Groups; Family Life; Food; Foreign Countries; Health; Industry; Instructional Materials; Leisure Time; Mass Media; Religion; Rural Areas; Secondary Education; Social Studies; Transportation; Urban Areas
IDENTIFIERS- *African Studies; *Nigeria
Nigeria is Africa's most populous nation, and one of its richest. During the 1970s, oil prices fueled rapid development. With world-wide crude oil prices now fluctuating, the future of this diverse, turbulent country is uncertain. The unit contains three sections: the Text, Suggestions for the Teacher, and the Slide-Tape Script. An overview of the culture and traditions of Nigeria as well as useful information about the changes which have occurred in recent years are included. (BZ)

ED 284 810 SO 018 328

Anderson, Paul S.
Ongoing Activities to Facilitate Access to Supplementary Materials for Cartographic Education.
PUB DATE- Apr 87
NOTE- 8p.; Paper presented at the Annual Meeting of the Association of American Geographers (Portland, OR, April 22-25, 1987). Document contains small type.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Annotated Bibliographies; *Cartography; *Educational Technology; Elementary Secondary Education; *Geography Instruction; Higher Education; Instructional Design; *Instructional Development; Instructional Improvement; *Locational Skills (Social Studies); Maps; *Map Skills; Social Sciences; Topography

A wealth of unpublished or unstructured educational materials for all aspects of cartographic instruction are widely dispersed and unnecessarily difficult to obtain. The Cartography Assistance Brochures Project of the Cartography Specialty Group of the Association of American Geographers (AAG), the North American Cartographic Information Society, and related organizations aims to improve cartographic instruction. A project description is included along with abstracts of papers presented at various AAG conferences; they are: "The Ten Commandments of Contour Lines and Other Educational Aids about Isolines" (Paul S. Anderson); "Experiential Exercises for Map Readers" (Dennis Fitzsimons); "Map Use Instruction: Measurement of Geographic Features and Associations" (Alan M. MacEachren); "An Exercise in Map Procurement" (Jeffrey C. Patton); "Instruction Aids for Thematic Cartography" (James R. Wray); "Contents and Methods in Map Appreciation Courses" (Paul S. Anderson); "Teaching Map Reading Through a Competitive Tournament" (Laurence W. Carstensen); "Large Classes in Map Use: Bureaucracy, Logistics, and Testing" (Phillip Gersmehl); "Role of Cartographic Values and Ethics in Map Appreciation" (Phillip Muehrcke); "Ongoing Activities to Facilitate Access to Supplementary Materials for Cartographic Education" (Paul S. Anderson); "Videodiscs and Surrogate Travel: Applications in the Instruction of Map Use" (Laurence W. Carstensen); "Map Position Finding from Nonmotion Photographic Images" (Allen B. Cox); "Practical Map Use Exercises" (Dennis Fitzsimons); "Integrating Geographic and Cartographic Concepts in Map Use Instruction" (Alan M. MacEachren); "Map Skills in the North Carolina Curriculum: Exercises for 4th Graders" (Michael W. Mayfield, Jeffrey C. Patton, Joseph W. Bencloski); and "Improving the Army's Packet Protractor" (Michael D. Sublett). (BZ)

ED 284 839 SP 029 026

DeSensi, Joy T.
The Woman Athlete and Alternative Approaches to Explaining Sport Participation.
PUB DATE- 15 Apr 87
NOTE- 10p.; Paper presented at the National Convention of the American Alliance for Health, Physical Education, Recreation and Dance (Las Vegas, NV, April 13-17, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- *Athletes; Athletics; *Females; *Feminism; Liberalism; Marxism; Models; *Participation; *Social Attitudes; Socialism; Social Values
IDENTIFIERS- Radicalism
This study explored the model of feminist frameworks offered by Jagger and Struhl (1978) in the women's sport setting. The framework offers a classification of models of feminism (Liberalism, Marxism, Radicalism, and Socialism) describing the forms of women's oppression and offers a solution for eliminating such oppression. The Jaggen and Struhl's frameworks were used to explore the effect of sport in women's lives. Eight women athletes currently involved in basketball, softball, tennis, and volleyball took part in an interview process and discussed concepts relevant to each feminist framework. Results include discussion of (1) roots of oppression; (2) race as an issue of oppression in sport competition; (3) the need for the omission of social classes in sport; (4) arguments against compulsory heterosexuality; and (5) the need for society to recognize individual freedom of women in sport. The study concluded that the approach used offers an effective means to study the woman athlete and her ideas, concepts, and beliefs regarding feminism and the current status of women's participation in sport. The feminist frameworks presented indicated diverse explanations for oppressive factors in society. (Author/CB)

ED 284 722 SE 048 265

Lyon, Anne E., Ed.; And Others
TVA--A World of Resources.
Memphis State Univ., TN. Center for Environmental Energy Education.; Tennessee Valley Authority, Knoxville.
REPORT NO.- TVA-ONRED-L&ER-86-52
PUB DATE- Nov 86
NOTE- 621p.; Contains some colored pages and drawings which may not reproduce well.
LANGUAGE- English
EDRS Price - MF03/PC25 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Conservation (Environment); Energy Education; *Environmental Education; Experiential Learning; Federal Government; Interdisciplinary Approach; *Natural Resources; Quality of Life; *Science Activities; *Science and Society; Science Education; Science Instruction; Secondary Education; *Secondary School Science; *Social Studies
IDENTIFIERS- *Tennessee Valley Authority
Studying our natural resources and the systems governing them can help to bring about an understanding of the interrelationships of these resources and ecosystems. This junior high school program is intended to supplement existing school curricula in science and social studies by presenting activities that deal with the concepts of interdependence, change, adaptation, energy flow, and diversity. The document contains eight units of study: (1) Air; (2) Cultural Resources; (3) Energy; (4) Forests; (5) Recreation; (6) Water; (7) Wildlife; and (8) An Overview on how the Tennessee Valley Authority (TVA) Integrates the Management of These Resources. Each unit consists of an overview and a series of factsheets, a concept map, an activities matrix for factsheet references, student activities, and a glossary of terms. Also included is a teachers guide, a curriculum framework, a list of additional materials, and the names and addresses of the directors of the network of university-based centers and cooperatives for environmental education coordinated by TVA. (TW)

ED 284 751 SE 048 296

John-Steiner, Vera
Notebooks of the Mind. Explorations of Thinking.
REPORT NO.- ISBN-0-8263-0828-7

PUB DATE- 85
NOTE- 256p.
AVAILABLE FROM- University of New Mexico Press, Albuquerque, NM 87131 ($19.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Art; Cognitive Processes; Concept Formation; *Creative Thinking; *Creativity; Divergent Thinking; Drama; Heuristics; *Humanities; Imagination; Interviews; Literature; *Sciences; Verbal Ability; Visualization

In an attempt to find out more about how creative people engage in thinking, more than 50 men and women considered to be prominant in the humanities, the arts, and the sciences were interviewed. Letters, diaries and autobiographies of other creative individuals were examined in an effort to provide a broad base for studying the psychology of creativity. Part one explores thought in a developmental way. The chapters in this section deal with the development of thinking among those who were interviewed, including some of the ways these individuals were driven with a need to know and to imagine. Part two focuses on the varied forms of thought, and contains chapters on visual thinking, verbal thinking, scientific thinking, and what Aaron Copeland referred to as the language of emotion, those thoughts realized in music and choreography. The final section explores the differences among human beings in their willingness to pursue and hold the power of ideas, differences that are claimed to partially separate creative thinking from mundane thinking. (TW)

ED 284 766 SO 017 838

Marshall, Catherine; And Others
The Context of State Level Policy Formation.
PUB DATE- Apr 86
NOTE- 75p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 16-20, 1986).

GRANT- NIE-G-83-0020
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Administrators; Boards of Education; Decision Making; *Educational Policy; Elementary Secondary Education; *Legislators; *Policy Formation; *Politics of Education; *State Government; State Legislation; State Officials; Superintendents; Teacher Associations
IDENTIFIERS- Arizona; California; Illinois; Pennsylvania; West Virginia; Wisconsin

Individual members of state legislatures wield the greatest influence in state level policy formation. This was one of the findings of a study that identified the power and influence context of state-level policymaking. Data were gathered from six states (Arizona, California, Pennsylvania, West Virginia, Wisconsin, Illinois) using an instrument devised to ask respondents their perceptions of policymakers' influence levels. While the six states provided an overall picture of power and influence, each state had its own individual picture. There were five levels of influence identified: (1) the Insiders made up of individual legislators and legislative bodies; (2) the Near Circle made up of professionals such as the Chief State School Officer and teachers' associations; (3) the Far Circle made up of interest groups and legislative staffs; (4) the Sometime Players made up of state school boards associations and administrative associations and; (5) the Often-Forgotten Players made up of courts, federal statutes, and non-education groups. Policy groups with high influence rankings were most likely to see their values incorporated into policy. A contributing factor to the wide variations among states is the differing perceptual screens of policymakers. Policymakers are socialized in distinctive cultures and share understandings about what is right in their state policy environment. This perceptual screen is termed the "assumptive worlds of policymakers." Any valid picture of educational policy should incorporate assumptive worlds. Tables analyzing the data state by state are included in the appendices. (SM)

ED 284 780 SO 018 212

Upitis, Rena
A Child's Development of Music Notation through Composition: A Case Study.

PUB DATE- Apr 87
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Early Childhood Education; Elementary Education; *Musical Composition; Music Education; *Music Reading; Music Techniques; Naturalistic Observation

Learning to read and write music should be as natural as learning to read and write the English language. Similar instructional models can be used for both. This was the premise for the investigation of 5-year-old Joel's musical development. Joel was the youngest of a four-member musical family. He was surrounded by musical literature and role models, a learning environment typically encouraged by language instructors. Joel was allowed to develop his musical ability naturally, and he learned to write music long before he learned to read music. This is in keeping with Graves' (1983) report that 90 percent of 6-year-olds believed they could write music, while only 15 percent believed they could read music. Many of Joel's first compositions were based on the black note pentatonic scale. Joel used a variety of standard and invented devices to indicate the number of events, pitch, duration, mood, register and tempo. At the end of the 8-month case study, Joel's writing ability exceeded his ability to read music notation. The intent of the case study was to understand the development and depth of one child's knowledge of music notation. (SM)

ED 284 825 SO 018 525

Ehman, Lee H.; Glenn, Allen D.
Computer-Based Education in the Social Studies.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ISBN-0-941339-03-3
PUB DATE- 87
NOTE- 73p.
CONTRACT- 400-86-0020
AVAILABLE FROM- Publication Manager, Social Studies Development Center, Indiana University, 2805 East Tenth Street, Bloomington, IN 47405.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Descriptive (Program/Project Descriptions) (141) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Literacy; Computers; *Computer Uses in Education; *Educational Media; *Educational Technology; Elementary Secondary Education; Multimedia Instruction; *Social Studies; Teachers; *Teaching Methods

Computers have not revolutionized social studies curricula because so few teachers use them. But research does indicate that computers are flexible instructional tools that can assist in the development of attitudes, intellectual motivation, and inquiry skills. Social studies educators need to consider expanded computer use in their classrooms because computers assist in the preparation of students for effective participation in society. Teachers must understand how technology affects instruction, learning, and classroom environments, along with the types of effective instructional strategies that can be used to achieve specific goals. Educators should acquire the knowledge and experience needed to use computers by reviewing research relating to computer use in teaching and to instructional strategies. Information on research concerning the impact of computers on students, how computers change the way teachers' work, computers' effect on the training process, and computers' influence on the social studies curriculum is included. Necessary teacher competencies and appropriate instructional uses are explored through an analysis of teacher utility programs, databases, data analysis programs, and simulations. A 76-item bibliography concludes the document. (JHP)

ED 284 854 SP 029 220

Sroka, Stephen R.
Educator's Guide to AIDS and Other STD's.
PUB DATE- Aug 87
NOTE- 97p.
AVAILABLE FROM- Stephen R. Sroka, Ph.D., Inc., 1284 Manor Park, Lakewood, OH 44107 ($25.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Communicable Diseases; Disease Control; Elementary Secondary Education; *Health Education; *Prevention; Sexuality
The goal of this guide is to provide methods and materials that will help students gain the knowledge and skills needed for realistic decision-making regarding Acquired Immune Deficency Syndrome (AIDS) and other sexually transmitted diseases (STD) while emphasizing drug use prevention. AIDS and other sexually transmitted are presented as communicable diseases with the following characteristics: they follow a chain of infection; they need prompt medical care; and they can be prevented. Student activity worksheets and a pre-post questionnaire regarding student knowledge, attitudes, and behavioral intentions are included. The guide contains the following chapters: (1) Why Teach STD's?; (2) How to Use This Guide; (3) Basic Information--Teacher Keys; (4) Student Activities; (5) Evaluation; and (6) AIDS Materials. (MT)

ED 284 870 SP 029 287

Kane, Pearl R.; And Others
Teachers in Public and Independent Schools: A Comparative Study.
Columbia Univ., New York, NY. Esther A. and Joseph Klingenstein Center for Independent School Education.
SPONS. AGENCY- Geraldine R. Dodge Foundaton, Morristown, N.J.
PUB DATE- 86

NOTE- 129p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Career Choice; Comparative Analysis; High Schools; *Private Schools; *Public Schools; *Teacher Attitudes; Teacher Background; Teacher Motivation; Teacher Persistence; Teacher Qualifications; Teaching (Occupation)
IDENTIFIERS- New Jersey
This document addresses the questions of why young people choose teaching as a career and why a portion of those teachers decide to leave by surveying high school teachers in New Jersey. Two hundred forty-three secondary school teachers representing 32 public schools, 21 independent day schools, and 7 independent boarding schools participated in personal on-site interviews. The report divides the collected data into the following topics: (1) demographic description of data; (2) entry into teaching; (3) the worklife of teachers; (4) teachers' views on excellence in teaching; and (5) teaching as a career. Recommendations and discussion are included. A description of the survey methodology, the questionnaire used, a list of schools represented, and a map showing their locations in New Jersey are appended. (MT)

ED 284 899 TM 870 450

Aschbacher, Pamela R.; Herman, Joan
R&D Needs for Assessment in the Content Areas. Testing Study Group: Content Assessment. Report on Research Needs.
California Univ., Los Angeles. Center for the Study of Evaluation.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 87

NOTE- 27p.
GRANT- OERI-G-86-0003
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Assessment; Educational Testing; Elementary Secondary Education; *Intellectual Disciplines; *Needs Assessment; *Research and Development; *Research Needs; Research Projects; School Districts; School Surveys; Science Education; Social Studies; State Programs; State Surveys; Testing Programs

This paper surveys the status of current state and district level practice in content assessment, highlights related research efforts currently underway, and identifies high priority areas for subsequent research in content assessment. A needs assessment for research in content area assessment was conducted during 1986 by the Center for Research on Evaluation, Standards, and Student Testing (CRESST). District level administrators identified social studies and science as top priority areas for content testing. About half the districts surveyed currently assess these areas, primarily using locally produced tests. At the state level, there has been little recent assessment of content areas other than the National Assessment of Educational Progress, and that which exists appears rather limited in scope and technique. A survey of state directors of research and assessment in 1986 confirmed that science and social studies are top priority areas for current and anticipated testing for purposes of accountability, curriculum planning, and student diagnosis. Most of current research on the content areas focuses on issues in learning, instruction, and curriculum rather than on assessment issues. Future research and development efforts should: (1) identify which facts, concepts, and processes should be assessed in each field; (2) address how best to assess the targeted constructs and processes; and (3) determine how to facilitate the use of new content area measures. (BAE)

ED 284 927 UD 025 664

Current Federal Policies and Programs for Youth.
Reingold (J.R.) and Associates, Inc., Washington, DC.
SPONS. AGENCY- William T. Grant Foundation, Washington, DC. Commission on Work, Family, and Citizenship.
PUB DATE- Jun 87
NOTE- 49p.
AVAILABLE FROM- William T. Grant Foundation Commission on Youth and America's Future, 1001 Connecticut Ave., N.W., Washington, DC 20036 (1 copy free).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Agency Cooperation; Agency Role; Elementary Secondary Education; *Federal Government; *Federal Programs; Federal State Relationship; Higher Education; *Youth Programs
IDENTIFIERS- Department of Defense; Department of Education; Department of Health and Human Services; Department of Justice; Department of Labor

This briefing paper reviews current Federal policies and programs for youth. It discusses the background and funding of initiatives in five major agencies: the Department of Labor; the Department of Health and Human Services (HHS); the Department of Education; the Department of Justice; and the Department of Defense. A brief introductory section presents highlights of the findings, and the following general issues are identified: (1) There is a lack of real coordination within agencies regarding programs that relate to youth. (2) The total amount of interagency coordination and cooperation, in terms of resources, is extremely small. (3) The little interagency activity that does take place is not institutionalized within the various departments. (4) The Federal agencies have devoted few, or in some cases, no resources to facilitate interagency coordination at the State level. (5) It remains to be seen whether the Youth:2000 initiative of the Department of Labor and HHS will receive continued long-term attention and priority. (6) There are insufficient mechanism or incentives to foster investment in multi-year, long-term, institutional change demonstrations. (7) It is very difficult to plan and maintain effective programs, retain good staff, and take on any long-term activities when Federal funding is proposed for elimination year after year. (8) There is no coordinated, comprehensive, long-term, national action agenda consolidating and devoting Federal resources toward youth. The appendixes provide Federal allocations for certain services (e.g., Job Training Partnership Act and Head Start) arranged by state, as well as 1986-87 Chapter 1 allocations. (KH)

ED 284 884 TM 870 427

Olejnik, Stephen
Teacher Education Effects: Looking Beyond the Means.
PUB DATE- Apr 87
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Analysis of Variance; Bachelors Degrees; *Classroom Research; *Educational Attainment; Elementary Secondary Education; *Individual Differences; Masters Degrees; Mathematical Models; Predictor Variables; Simulation; Student Characteristics; *Teacher Behavior; *Teacher Education
Research investigations on teacher training effects have focused almost exclusively on differences between group means. The present paper suggests that several interesting and important research questions might be answered by examining student variability both within and between classrooms. Student variability might be considered as an outcome to be studied when teacher behavior affects heterogeneity or as a nuisance variable that should be controlled. A hypothetical data set is presented to demonstrate valid statistical methods which could be used in investigations of teacher training effects. (Author)

ED 284 913 UD 025 548

Hairston, Louise
Getting to the Core of Education in the Omaha Public School System.
Omaha Public Schools, Nebr.
SPONS. AGENCY- National Association for Core Curriculum, Inc., Kent, Ohio.
PUB DATE- 83
NOTE- 11p.
AVAILABLE FROM- National Association for Core Curriculum, Inc., 404 White Hall, Kent State University, Kent, OH 44242.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; *Core Curriculum; Enrichment Activities; Group Guidance; *Integrated Curriculum; Junior High Schools; Junior High School Students; *Language Arts; *Social Studies; Teacher Student Relationship; Urban Education
IDENTIFIERS- Omaha Public Schools NE
Since 1956 the "Core Program" in the Omaha (Nebraska) Public School System has been a central part of the seventh through ninth grade curriculum. The program is interdisciplinary combining the teaching of language arts and social studies in blocks of two or three hours. These extended periods allow for the integration of academic subjects and for more group guidance. The relationships between teachers and their students have become quite personalized. The flexibility of the Core Program allows participation in enrichment activities such as these: (1) newspaper projects; (2) integration of drama productions with curriculum; (3) living in an out-of-doors laboratory; (4) classroom visits by businesses; (5) the integration of computers into curriculum; (6) extended library time; (7) interdisciplinary experiences; (8) enriching resources; (9) intramural debate; (10) spelling competition; (11) entrance into

National History Day competition; and (12) links with national scholars. The program is especially designed to meet the personal and social needs of adolescents in junior high school to help them achieve maximum learning and development. Although guidance is not taught as a separate area, concern for guidance is inherent in the curriculum. Teachers conduct group guidance sessions and counsel individual students. (VM)

ED 284 941 UD 025 688

Trends in Educational Achievement. CBO Study.
Congress of the U.S., Washington, D.C. Congressional Budget Office.
REPORT NO.- 59-115-0-86-1
PUB DATE- Apr 86
NOTE- 178p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Achievement Rating; *Achievement Tests; Blacks; *Educational Testing; Elementary Secondary Education; Hispanic Americans; *Minority Groups; Testing; Testing Problems; *Test Interpretation; Test Use; Urban Schools

This publication presents assessments of trends in the educational achievement of elementary and secondary school students. In light of the heightened reliance on achievement tests a careful appraisal of recent trends in scores has important ramifications for educational policy. This study assesses test score trends and offers some insights on the strengths and weaknesses of the information they provide. While the 1960s saw a decline in achievement scores in grades five and above the decline was primarily in areas involving higher order skills rather than basic skills. The test score decline ended in the upper elementary grades beginning in the mid-1970s. Achievement has been steadily rising; however, examination of the data raises qustions as to whether these score improvements on some tests have been larger in the more basic skills areas than in areas requiring deeper understanding. Minority students' performance on tests has improved over the past 10 to 15 years and the gap between black and white students' scores has narrowed. Further, Hispanic students have also made gains over the past decade, with the greatest improvement being among Mexican Americans. Finally, scores have improved in characteristically low-achieving urban schools and communities. These and other findings are discussed in detail throughout the body of the report and are supported by extensive statistical tables and charts. (CG)

ED 284 955 UD 025 787

Raywid, Mary Anne
Reflections on Understanding, Studying, and Managing Magnet Schools.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 87
NOTE- 23p.; In: Planning and Developing Magnet Schools: Experience and Observation; see UD 025 778.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Educational Improvement; Elementary Secondary Education; *Magnet Schools; Program Design; Program Evaluation; *Program Implementation; *School Desegregation; *Urban Schools; *Voluntary Desegregation
IDENTIFIERS- Excellence in Education
This paper discusses magnet schools generally and evaluates the other papers included with it in a single volume. Magnet schools have been fairly successful in meeting their stated goals, and in some cities, such as New York, they are so popular that parents must compete to gain their children's entrance. Still, magnets have tended to rely more on curricular than instructional innovation, and thus they have failed to meet the increasingly apparent need for new pedagogies that can succeed with disadvantaged youngsters. This tendency will likely change in the future, along with new reform efforts in the area of school structure. Magnet schools might well become the vanguard in the search for new ways to organize and present schooling. Research on magnet schools has emphasized either the view of the practitioner within a particular program or an outsider's view, but some combination of both may be needed. The design and monitoring of magnet plans is crucial to their success, but success also depends heavily upon how organizational structures, culture, and climate are interwoven. The papers in this volume underscore concerns about a shift in emphasis from equity to excellence, and a tendency to direct too much attention to educational technology and not enough to the original goals of magnets. Magnet schools offer great promise, but officials must take fuller advantage of the unit autonomy extended to them in order to avoid the problems of other schools. (KH)

ED 284 737 SE 048 282

The Air We Breathe. Activity Packet.
Connecticut State Dept. of Environmental Protection, Hartford.
PUB DATE- 87
NOTE- 58p.
AVAILABLE FROM- Air Compliance Unit, Connecticut Department of Environmental Protection, 165 Capitol Ave., Hartford, CT 06106 (free).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Air Pollution; Conservation (Environment); Ecology; *Environmental Education; Natural Resources; Science Activities; *Science and Society; Science Education; *Science Instruction; Secondary Education; *Secondary School Science; Social Studies; State Curriculum Guides; State Government; Teaching Methods
IDENTIFIERS- *Air Quality; Connecticut

This packet of materials is intended to provide teachers with an interdisciplinary approach to integrating air quality education into the existing curriculum of Connecticut schools. The unit is designed to complement the student booklet "The Air We Breathe," which is included. A major portion of the document is comprised of teaching activities. The activities are divided into three sections. Each of the three sections begins with a reading assignment study sheet and contains one or more appropriate activities. These activities include the following topics: (1) Where does air pollution comes from? (2) Types of air pollution and their effects; and (3) What can we do about air pollution? Another section lists various resources available to teachers, such as media aids, school presentations and speakers' bureaus. Also included are sources for further information on air quality topics, bibliographies for teachers and students, individual activity evaluation forms, and a description of Connecticut's air pollution emergency plan. (TW)

ED 284 752 SE 048 297

Water Quality Instructional Resources Information System (IRIS): A Compilation of Abstracts to Water Quality and Water Resources Materials, Supplement 30, 1987.
Ohio State Univ., Columbus, Ohio. Information Reference Center for Science, Mathematics, and Environmental Education.
PUB DATE- Jul 87
NOTE- 178p.
AVAILABLE FROM- SMEAC Information Reference Center, The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (subscription $12.00; individual issues $5.00).
LANGUAGE- English

EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Abstracts; Citizen Participation; Ecological Factors; *Environmental Education; Hazardous Materials; Pesticides; Poisons; Scientific and Technical Information; Utilities; Waste Disposal; *Waste Water; *Water Pollution; *Water Quality; Water Resources; *Water Treatment
IDENTIFIERS- Environmental Qualit,

The Environmental Quality Instructional Resources Center acquires, reviews, indexes, and announces both print (books, modules, units, etc.) and non-print (films, slides, video tapes, etc.) materials related to water quality and water resources education and instruction. This publication contains abstracts and indexes to selected materials related to wastewater treatment and water quality education and instruction. In addition, some materials related to pesticides, hazardous wastes, and public participation are included. Each entry in the resume section of this document provides, where appropriate: (1) the title; (2) the publication date; (3) the name(s) of the author(s); (4) a set of descriptors assigned to the entry for the purpose of indexing; (5) the number of pages; (6) an abstract describing the entry; and (7) where the complete document is available. Also included are procedures to illustrate how instructors and curriculum developers in the water quality control field can locate instructional materials which meet general or highly specific requirements of their programs. Supplements to this publication will be issued periodically. (TW)

ED 284 767 SO 018 066

Civil Rights Restoration Act of 1985. Joint Hearings before the Committee on Education and Labor and the Subcommittee on Civil and Constitutional Rights of the Committee on the Judiciary. House of Representatives, Ninety-Ninth Congress, First Session on H.R. 700 (Philadelphia, PA, March 4; Washington, DC, March 7, 27, 28 and April 2; Atlanta GA, March 11; Chicago, IL, March 15; Los Angeles, CA, March 22; and Santa Fe, NM, March 25, 1985).

PUB DATE- 86
NOTE- 1,333p.; Committee on Education and Labor Serial No. 99-87; Committee on the Judiciary Serial No. 29.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF10/PC54 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- American Studies; Civil Liberties; Civil Rights; *Civil Rights Legislation; *Constitutional Law; *Educational Legislation; *Federal Legislation; Hearings; Laws; *Primary Sources; Social Studies; United States Government (Course); United States History
IDENTIFIERS- Congress 99th; Grove City College v Bell

In the aftermath of Grove City College v Bell, Congress sought to nullify the effects of the decision by the enactment of H.R. 700 (Civil Rights Restoration Act of 1985). This bill would restore the broad scope of coverage and clarify the application of Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, and Title VI of the Civil Rights Act of 1964. Hearings on this legislation were held in Atlanta, Chicago, Los Angeles, Philadelphia, Santa Fe, and the District of Columbia. The proponents of H.R. 700 maintained that this legislation was necessary to restore civil rights and prevent discrimination in all institutions receiving public funding. Opponents of H.R. 700 who appeared before the committee argued that H.R. 700 was designed to expand the government's powers and reach into every facet of U.S. life. Some maintained that individuals engaged in small enterprises such as the family farm or the family business would be crushed under the weight of this legislation. The document contains the text of H.R. 700, and the statements of all those appearing before the committee. (SM)

ED 284 781 SO 018 216

Christensen, Kathy, Ed.
Administrative and Budgetary Reform of the United Nations. Report of the United Nations Issues Conference (18th, Harriman, NY, February 20-22, 1987).
SPONS. AGENCY- Stanley Foundation, Muscatine, Iowa.
PUB DATE- Feb 87
NOTE- 32p.; Photographs may not produce well.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Budgets; Higher Education; *International Organizations; *International Relations; *World Affairs; *World Problems
IDENTIFIERS- *United Nations
The financial crisis of the United Nations precipitated by the withholding of funds by member countries is addressed. On December 19, 1986, the UN General Assembly adopted a resolution (GA/Res/41/213) containing the elements of a plan for reforming a wide range of United Nations administrative and budgetary practices. The reform process had begun earlier through the work of the Group of High-Level Intergovernmental Experts to Review the Efficiency of the Administrative and Financial Functioning of the United Nations (commonly called the Group of 18 or G-18). The Secretariat and the General Assembly had also laid grounds for finding agreement on reform policy. Some conference participants believe that the current reform program is forcing a more fundamental reexamination of the United Nation's role in the world. Developing countries fear that the press for reform is an attempt to gain political control of the organization to serve the needs of developed nations at the expense of developing nations. The participants agreed that General Assembly Resolution 41/213 does not mark the end of the crisis. The participants also noted that the United Nations no longer enjoys the loyal, nonquestioning constituency it once had, and that the constituency must be rebuilt through performance, not promises. (SM)

ED 284 797 SO 018 259

Giffin, Meredith
Sociology: A Guide to Reference Sources.
McGill Univ., Montreal (Quebec). McLennan Library.
REPORT NO.- ISBN-0-7717-0167-5
PUB DATE- 87
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Demography; Ethnic Studies; Family Relationship; Higher Education; *Library Collections; *Library Guides; Library Materials; Publications; Research Methodology; Research Tools; Resource Centers; *Resource Materials; Rural Areas; Sexuality; Social Problems; *Social Sciences; *Sociology; Urban Areas

Sociology, the study of the organization and activities of human societies, encompasses many fields of inquiry and consequently the literature of the discipline is vast. In providing access to some of this literature, this guide concentrates on reference sources which may be found in McLennan Library of McGill University, Montreal, Canada. Areas of study for which most materials are located in another library, such as applied sociology or the sociology of education, have generally been treated only as they are covered in works of broader scope. In addition, topics given primary coverage in other bibliographic guides prepared by the Reference Department have been given limited coverage or omitted. Sources for theses have not been listed as a separate category in this guide, although some thesis bibliographies on particular topics have been included in the appropriate subject sections. Indexes to periodical articles of broad sociological interest are listed in a separate section. Indexes to periodical articles on more specialized topics are included in the appropriate subject section, e.g., demography. The bibliography is organized into the following five sections: (I) Guides and Handbooks; (II) Dictionaries and Encyclopedias; (III) Directories and Biographical Sources; (IV) Statistics; and (V) Bibliographic Sources. The last section is divided into: (A) Sociology and General Social Sciences, including current and retrospective bibliographies; (B) Special Subjects, including crime, delinquency, deviance and drug use; demography; ethnic studies; industrial sociology; research methods; rural and urban sociology; sexuality and family relations; social problems; social structure and change; and sociological theory; and (C) Periodical Lists. (BZ)

ED 284 811 SO 018 329

Anderson, Paul S.
Contents and Methods in Map Use Courses.
PUB DATE- May 86
NOTE- 6p.; Paper presented at the National Conference of the Association of American Geographers (Minneapolis, MN, May 4-7, 1986). For related document, see SO 018 328.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cartography; *Course Content; Educational Technology; *Geography Instruction; Higher Education; *Instructional Design; Instructional Development; Instructional Improvement; *Locational Skills (Social Studies); Maps; *Map Skills; Social Sciences
An analysis of the content and methods of college courses in map use yields a three-section result. The first is a rather traditional overview of the general uniformity in content (scale, coordinates, symbols, relief, and directions) but some diversity in methods. The focus is usually on map use skills. The second part classifies and analyzes the methodological diversity. A challenge to map use educators about the nature and future of map use courses is posed in the third section. Major emphasis on map appreciation and map relevance could greatly increase the appeal of such courses to general students and adult learners. The comments are directed only to complete courses, not situations where map use skills are part of another course such as physical geography. (Author)

ED 284 840 SP 029 027

Immunization. Safety and Use of Polio Vaccines. Briefing Report to the Chairman, Subcommittee on Natural Resources, Agriculture Research and Environment, Committee on Science, Space, and Technology, House of Representatives.
General Accounting Office, Washington, D.C.
REPORT NO.- GAO/HRD-87-83BR
PUB DATE- May 87
NOTE- 15p.
AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (First five copies are free, additional copies are $2.00 each; 25 percent discount for orders of 100 or more).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Children; Communicable Diseases; Disease Control; Federal Legislation; *Federal Programs; Federal Regulation;

*Immunization Programs
IDENTIFIERS- *Polio Vaccines

This report presents information on the status of the safety and use of polio vaccines in the United States. Topics discussed include: (1) the role of the Food and Drug Administration (FDA) in processing an inactivated polio vaccine license application; (2) the steps the federal government has taken to improve the safety of the vaccine; (3) the Immunization Practices Advisory Committee's basis for recommending the use of a live polio vaccine for routine childhood immunization; and (4) the steps required to make an inactivated polio vaccine the recomended one for children. (CB)

ED 284 855 SP 029 221

Webb, James L.
Fitness/Wellness Specialists: Corporate Wants vs. University Preparation.
PUB DATE- Apr 87
NOTE- 21p.; Paper presented at the National Convention of the American Alliance for Health, Physical Education, Recreation and Dance (Las Vegas, NV, April 13-17, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; *Allied Health Occupations Education; *Educational Needs; Higher Education; *Physical Fitness; *Professional Education; Teacher Attitudes
IDENTIFIERS- *Employee Health
This study examined three issues dealing with the corporate wellness field: (1) What education, training, and competencies are important for success in the field? (2) What areas of professional prepration and training for wellness/fitness leadership are being emphasized in college/university programs? and (3) How closely aligned is university preparation with worksite wants? Two questionnaires and surveys were distributed to 50 corporate fitness program directors and 75 directors of undergraduate programs for adult fitness or corporate wellness to obtain information about attitudes regarding educational needs and competencies for corporate wellness professionals. Rankings of importance of competencies, preparation program content, and training program experience revealed that technical knowledge courses deemed important by fitness directors were taught in 70 percent of formal preparation programs. University training in the areas of general health knowledge was also meeting expectations of fitness directors. About 37 percent of the university programs indicated that they provided 300 to 599 hours (a time allotment deemed important by fitness directors) of on-the-job training. University programs in general tended to neglect to promote personal attributes in students deemed important by fitness directors. About 75 percent of fitness directors viewed certification by the American College of Sports Medicine as being requisite for job acquisition. (CB)

ED 284 871 TM 870 187

Van Epps, Pamela D.
Heuristics to Facilitate Understanding of Discriminant Analysis.
PUB DATE- 30 Jan 87
NOTE- 18p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Dallas, TX, January 29-31, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Classification; Correlation; *Discriminant Analysis; Educational Research; *Heuristics; Mathematical Models; Multivariate Analysis; Predictive Measurement; *Predictor Variables; *Simulation; Statistical Studies
IDENTIFIERS- Eigenvalues; Statistical Analysis System
This paper discusses the principles underlying discriminant analysis and constructs a simulated data set to illustrate its methods. Discriminant analysis is a multivariate technique for identifying the best combination of variables to maximally discriminate between groups. Discriminant functions are established on existing groups and used to predict the classification of subjects with unknown group membership. The simulated study sought to discriminate high, medium, and low job achievement groups comprised of 10 employees each. Five employee variables were created varying in their degree of correlation with the independent variable. A discriminant analysis was performed on this ideal data set with the CANDISC feature of the Statistical Analysis System (SAS). The rest of the paper treats in detail the statistical output of this analysis and serves as a guide to interpreting it. The discussion of results for the simulated data includes comparison of the univariate and multivariate statistics, use of the correlation matrix to detect multicollinearity, and application of the Wilks' Lambda test. The paper concluded with the graphing of centroids by discriminant functions as a means of visually identifying the different subgroups. (Author/LPG)

ED 284 900 TM 870 451

Linn, Robert L.; Valencia, Shelia W.
Reading Assessments: Practice and Theoretical Perspectives. Research on Instructional Assessment: Instructionally Relevant Reading Assessment.
California Univ., Los Angeles. Center for the Study of Evaluation.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Aug 86
NOTE- 47p.
GRANT- OERI-G-86-0003
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Criterion Referenced Tests; Decoding (Reading); *Diagnostic Tests; Elementary Secondary Education; *Informal Reading Inventories; Reading Comprehension; Reading Diagnosis; *Reading Tests; Semantics; *Standardized Tests; *Test Reviews
This paper evaluates widely used, standardized tests of reading within the framework of four interdependent reading components: (1) decoding speed and accuracy; (2) accuracy, fluency, and flexibility of determining semantic meaning of words; (3) sentence comprehension; and (4) passage dependent sentence comprehension. Among the types of standardized reading achievement tests are the group-administered survey tests, criterion-referenced testing systems, testing components of major basal reading series, individually-administered diagnostic reading tests, informal reading inventories, state assessment programs, and instruments of the National Assessment of Educational Progress. Types of score reports range from a single norm-referenced, global score to highly specific component scores based on only three or four test items. There is a relatively poor match between current theory and experimental research on the reading process and existing standardized tests of reading. Suggestions are provided for development of new measures of reading comprehension that are more consistent with modern theoretical and experimental research on the reading process. Eight pages of references are included. (LMO)

ED 284 723 SE 048 266

Kellogg, Theodore M.; Leonard, Carol
Teacher Behavior in Whole Class Computer-Mediated Instruction.
PUB DATE- 87
NOTE- 13p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (60th, Washington, DC, April 23-25, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Biology; *Computer Assisted Instruction; Computer Uses in Education; Inquiry; Questioning Techniques; Science Education; *Science Instruction; Science Materials; *Science Teachers; Secondary Education; *Secondary School Science; *Teacher Role; Teaching Methods
IDENTIFIERS- *Science Education Research
A university consortium recently undertook a project designed to explore the use of technology in teaching high school biology as a means of engaging students actively in the scientific method, and in changing the role of the teacher from lecturer and conclusion drawer to initiator and facilitator. The study examined the degree to which teachers fulfilled the intended role in a classroom setting in which a single computer was an integral part of the presentation of the lessons. Materials were developed to be presented by computer to an intact class of students, and interest centered on the computer's effect on teachers' instructional behavior, especially their asking behavior. Results indicated that the use of a single computer in a whole class setting is a viable instructional model. Teacher question-asking behavior seems to be able to be modified by the use of the computer, since teachers in this study tended to ask more high level inquiry questions than traditionally reported in the literature. Examples of questions in the high and low level inquiry categories asked by the teachers are included in the appendix. (TW)

ED 284 826 SO 018 526

Patrick, John J.
Lessons on the Northwest Ordinance of 1787: Learning Materials for Secondary School Courses in American History, Government, and Civics.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.; Indiana Committee for the Humanities, Indianapolis.; Indiana Historical Bureau, Indianapolis.; Social Studies Development Center, Bloomington, Ind.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ISBN-0-941339-02-5
PUB DATE- Sep 87
NOTE- 95p.
CONTRACT- 400-86-0020
AVAILABLE FROM- Indiana Committee for the Humanities, 1500 North Delaware Street, Indianapolis, IN 46202 ($8.50 plus $1.50 shipping).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Other/Miscellaneous (Not Classifiable Elsewhere) (999) Historical Materials (060)
DESCRIPTORS- *Civics; History Instruction; Instructional Materials; Primary Sources; Resource Materials; Secondary Education; *Social Studies; *United States Government (Course); *United States History; Units of Study
IDENTIFIERS- *Historical Materials; *Northwest Ordinance 1787
The principles embodied in the Northwest Ordinance of 1787 served as an intellectual highway over which poured the westward march of this nation. The story of the Northwest Territory's acquisition and the enactment of the Ordinance of 1787 is related through nine lessons and accompanying documents. Each lesson is designed to complement the secondary school curriculum and to supplement textbooks. The origin of the claims to the territory and the examination of acts associated with the territory's organization are discussed in lesson one. The formulation of a federal land policy is reviewed in lesson two. The Confederation Congress' enactment of the Ordinance of 1787 and its major aspects are emphasized in lessons three and four. Lesson five emphasizes the governmental process and statehood achievement. The guarantee of basic civil liberties and rights to people living on the frontier and outside of the original 13 states and the assurance that the new territories would eventually be granted statehood are described in lesson six. The progress to statehood by each of the five states in the Northwest Territory is depicted in lesson seven. The original documents that chronicled Indiana's advancement toward statehood are highlighted in lesson eight. The last lesson serves as a review of the unit by presenting a timetable of main events associated with the enactment and application of the Northwest Ordinance. The appendix includes 15 abridged, historical documents that are used with the lessons. A bibliography is included. (SM)

ED 284 885 TM 870 428

Boser, Judith A.
Teacher Education Follow-up Surveys: Variables Related to Response Rate.
PUB DATE- Apr 87

NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Followup Studies; Graduate Surveys; Higher Education; *Predictor Variables; Questionnaires; *Reaction Time; Research Methodology; School Surveys; *Teacher Education; Test Construction; Vocational Followup
IDENTIFIERS- *Mail Surveys; *Response Rates (Questionnaires)
This study of teacher education graduate follow-up surveys examined the relationship between response rate and number of graduates, questionnaire length, and follow-up contacts. Also, the study investigated survey practices differentiating between surveys which had high and low return rates in such areas as number of follow-up contacts, questionnaire length, the use of incentives (including summary of the results), type of return postage, deadline for responding, use of visible identification numbers, and personalization of address on the envelope (inside address, salutation, and signature). A 41-item Teacher Preparation Follow-Up Survey Questionnaire was constructed and sent to 333 colleges and universities with teacher education program in order to determine which techniques and practices were being used in follow-up surveys of graduates of teacher education programs. Spearman correlation coefficients showed significant relationship between response rate and number of attempts to contact the graduates. The number of questions on the questionnaire was not significantly related to response rate, and the relationship between number of graduates surveyed and response rate was marginal. Mann-Whitney tests between high and low response rate groups showed significant differences on the number of attempts and the number of graduates. Chi-square comparisons of institutions with high and low response rates showed significant differences on several variables related to personalization. (BAE)

ED 284 928 UD 025 665

Camayd-Freixas, Yohel; Horst, Leslie
A Working Document on the Dropout Problem in Boston Public Schools: 1986 Update.
Boston Public Schools, Mass.
PUB DATE- Oct 86
NOTE- 53p.; For the original May 1986 study, see ED 270 521.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Data Analysis; *Data Collection; *Dropout Characteristics; *Dropout Research; *High Risk Students; Minority Group Children; School Holding Power; Secondary Education; Student Attrition; Transfer Students; Urban Education
IDENTIFIERS- *Boston Public Schools MA
This study updates and adds to data presented in a March 1986 study on the dropout problem in Boston (Massachusetts) Public Schools. The current study has the following four major parts: (1) updates to student loss data for the entire 1985-86 school year; (2) demographic studies of dropouts for that period: analyses by gender, race, grade, district, and school; (3) updates to the cohort analyses for the 1985 graduating class; and (4) new cohort analyses done separately by race for the four graduating cohort years 1982 through 1985. A brief discussion of the implications for future research concludes the study. Among the study's tentative conclusions are the following: (1) there are many different subgroups among those who drop out; (2) more informative dropout categories must be developed; (3) a study is needed comparing students who have dropped out with those who have not; and (4) cohort and annual rate studies should be done annually. (PS)

ED 284 942 UD 025 689

Ismail, Sherille
Despite Gains of 1960's and 1970's Blacks' Progress Lags behind Whites'.
Congressional Black Caucus, Washington, D.C.
PUB DATE- 85
NOTE- 5p.
AVAILABLE FROM- Point of View, Congressional Black Caucus Foundation, Inc., 1004 Pennsylvania Ave., SE, WAshington, DC 20003 ($6.00 per copy).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143) Journal Articles (080)
DESCRIPTORS- Academic Achievement; *Blacks; *Economic Progress; Economic Status; Equal Education; Equal Opportunities (Jobs); Income; Poverty; Racial Bias; *Racial Differences; Unemployment; *Whites

Although the old social order of racial segregation has collapsed, much remains to be done to reach full equality of the races. This article analyzes economic trends since World War II to compare the standing of black and white Americans. The findings on five basic questions of equality are as follows: (1) there are more blacks in higher level jobs today, but whites still are more likely to get these well paying and prestigious jobs; (2) the median income of black families rose slightly in the early 1970s, but by 1981 had dropped so that blacks earned only 57% of white income; (3) the poverty rate for blacks dropped from 55.1% in 1959 to 30.3% in 1974 but has risen since then to 34.2% in 1981, with the rate for whites substantially lower; (4) for more than 30 years the unemployment rate for blacks has been double the rate for whites--the rate for blacks in 1984 was 28.4% according to the National Urban League's Hidden Unemployment Index; and (5) for 30 years the educational attainment of blacks has risen, and the number of high school graduates is increasing at a faster rate than for whites even though the white completion rate is higher at 87% than the black rate of 79%. (VM)

ED 284 738 SE 048 283

Brown, Lester R.; And Others
State of the World: 1987. A Worldwatch Institute Report on Progress toward a Sustainable Society.
Worldwatch Inst., Washington, D.C.
REPORT NO.- ISBN-0-393-30389-6
PUB DATE- 87
NOTE- 284p.; For 1986 report, see ED 268 037.
AVAILABLE FROM- Worldwatch Institute, 1776 Massachusetts Ave., NW, Washington, DC 20036 ($9.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Air Pollution; *Conservation (Environment); Demography; Depleted Resources; *Ecological Factors; Economic Factors; *Environmental Education; Environmental Standards; *Global Approach; *Natural Resources; Nuclear Energy; Poisons; *Quality of Life; Recycling; Urbanization
This book was developed to highlight the risks that confront societies, and to indicate the most promising avenues for preemptive policies and actions. The document contains chapters on: (1) the emergence of change; (2) analyzing demographic factors; (3) assessing the future of urbanization; (4) reassessing nuclear power (including an analysis of the impact of the Chernobyl disaster); (5) the electrification of the third world; (6) the potential impacts of recycling on the future; (7) sustaining agriculture in the world; (8) raising agricultural productivity; (9) the stabilization of chemical cycles (with a look at the effects of acid rain); (10) designing sustainable economics (containing a section on balancing economic markets); and (11) charting a sustainable course. An index is included. (TW)

ED 284 812 SO 018 337

Guide to the National Endowment for the Arts.
National Endowment for the Arts, Washington, D.C.
PUB DATE- Apr 87
NOTE- 55p.
AVAILABLE FROM- National Endowment for the Arts, Nancy Hanks Center, 1100 Pennsylvania Avenue, NW, Washington, DC 20506.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Art; Artists; Dance; Design; Dramatics; *Endowment Funds; *Financial Support; *Fine Arts; *Grantsmanship; Higher Education; Literature; Music; Opera; Reference Materials; Research Opportunities; Theater Arts; Visual Arts
IDENTIFIERS- *National Endowment for the Arts

The National Endowment for the Arts, an independent agency of the federal government, was created in 1965 to encourage and support U.S. arts and artists. It fulfills its mission by awarding grants and through its leadership and advocacy activities. This booklet is designed to help individuals and organizations become familiar with the Endowment and help them decide if their artistic projects are eligible for grants. The guide describes the overall purpose of each of the Endowment's Programs and outlines the types of support available in each of the following categories: Dance, Design Arts, Expansion Arts, Folk Arts, Inter-Arts, Literature, Media Arts, Museums, Music, Opera-Musical Theater, Theater, Visual Arts, and International. (BZ)

ED 284 841 SP 029 040

Pettigrew, Frank; Buell, Cathy
Preservice and Experienced Teachers' Ability To Diagnose Students' Learning Styles.
PUB DATE- 87
NOTE- 12p.; Paper presented at the National Convention of the American Alliance for Health, Physical Education, Recreation and Dance (Las Vegas, NV, April 13-17, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Style; Comparative Analysis; *Cooperating Teachers; Higher Education; Learning Strategies; Physical Education Teachers; Preservice Teacher Education; *Prognostic Tests; Secondary Education; *Student Characteristics; *Student Teachers; *Teacher Effectiveness; Teaching Experience
This study examined experienced and preservice teachers' abilities to diagnose student learning style preferences. The subjects were 15 pairs of physical education cooperating teachers and their student teachers and 5 randomly selected students from each school site. To determine student learning styles, students completed the Canfield Learning Styles Inventory (LSI) and corresponding teachers and student teachers completed the Canfield Learning Styles Profile Assessment for each of their five students. The relationship between preservice/experienced teachers' perceived scores and the students' actual learning style scores was analyzed by the Pearson-Product Moment Correlation technique. Results indicated that a wide variety of learning styles existed among the students and that neither experienced nor preservice teachers could accurately diagnose their students' learning styles. It is concluded that, if teachers are going to make informed decisions about the teaching process, they need to know the learning styles of their students. Information about learning styles should be included in the teacher education curriculum. A brief description of the LSI categories and scales is included. (Author/CB)

ED 284 914 UD 025 608

The Dropout Prevention Link: Detroit Public Schools Plan for High Risk Students. Graduation--The Bottom Line.
Detroit Public Schools, MI. Office of Instructional Improvement.
PUB DATE- Jul 86
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Dropout Prevention; *Dropouts; Elementary Secondary Education; High Risk Students; Intervention; *Potential Dropouts; Program Implementation; *School Community Relationship; Urban Schools
IDENTIFIERS- *Detroit Public Schools MI

This report outlines plans to reduce the dropout rate of Detroit (Michigan) Public Schools from the present 45% to 34% by 1990. First, current efforts to improve pupil learning experiences and reduce the dropout rate are listed. These are divided into three types: (1) early interventions (identification of adjustment or learning problems and provision of intervention support services); (2) curriculum improvement (effective instruction and an emphasis on affective education); and (3) school-community partnerships (increased support from business, government, labor, media, civic organizations, universities, parents, churches, and other community groups). Next, 1986-87 planned dropout actions and unit responsibilities are briefly described, and five recommended dropout reduction plans are presented. Finally, proposed dropout strategies for three target populations (elementary schools, middle and high schools, and current dropouts, ages 16-19) are outlined. Appendices include fact sheets on three special programs and a list of possible performance standards for school level administrators relating to high risk students. (KH)

ED 284 753 SE 048 298

Myers, Marjorie, Ed.; And Others
Mathematics Skills Sequence K-6. Revised, Summer 1986.
Lancaster City School District, Pa.
PUB DATE- 86
NOTE- 102p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Arithmetic; Elementary Education; *Elementary School Mathematics; Geometry; Mathematics Education; *Mathematics Instruction; *Mathematics Skills; Measurement; *Minimum Competencies; Numbers; Number Systems; Set Theory; Symbols (Mathematics); Word Problems (Mathematics)

IDENTIFIERS- *Lancaster School District PA
This document provides a listing of the revised sequence of mathematics skills to be taught in grades K-6 in the Lancaster (Pennsylvania) School District. For each level the individual skills are grouped into categories, listed in sequence, and cross-referenced to specific pages in three mathematics textbook series. The categories of skills relate to: (1) sets and patterns; (2) numbers, numeration, and place value; (3) addition of whole numbers; (4) measurement; (5) geometry; (6) special topics; (7) subtraction of whole numbers; (8) fractions and decimals; (9) problem solving and application; (10) multiplication of whole numbers; and (11) division of whole numbers. Included is a statement of the philosophy of the mathematics department, a list of the goals of the mathematics program, directions for the use of the guide, a note on the recommended daily time allotments for kindergarten, primary, and intermediate grades, and an explanation of the symbols, signs, and abbreviations used in the guide. (TW)

ED 284 782 SO 018 221

Population Education Accessions Lists, July-December 1986.
United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.
PUB DATE- 87
NOTE- 51p.; A product of the Population Education Programme Service.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Adult Education; Developing Nations; Family Planning; Foreign Countries; Higher Education; *Information Sources; Migration; *Population Education; Population Trends; Secondary Education; Urbanization
IDENTIFIERS- Africa; Asia; Pacific Region

Part I of this resource guide contains listings of instructional materials, computer-assisted instructions, classroom activities and teaching methods. Part II deals with the knowledge base of population education. These publications are divided into 11 topics including: (1) demography; (2) documentation; (3) education (including environmental, functional literacy, family planning, sexuality); (4) fertility and family planning; (5) health and nutrition; (6) information and communication; (7) migration, urbanization, and human settlement; (8) population trends; (9) research and evaluation; (10) socio-economic factors; and (11) women. A listing of publishers and sources is also given. (SM)

ED 284 798 SO 018 263

Lamy, Steven L.
Competencies for Living in an Interdependent World. Revised.
PUB DATE- Aug 86
NOTE- 14p.; Paper presented at the Annual Conference on Education, "Schooling in an Age of Interdependence," Chapman College Education Department and the Center for Human Interdependence (5th, Orange, CA, April 26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Citizenship Education; Cultural Awareness; *Global Approach; *Interdisciplinary Approach; International Cooperation; Social Sciences; *Social Studies; United States Government (Course); *World Affairs; World Problems
IDENTIFIERS- *Global Studies; *Interdependence
New courses and programs are needed to prepare students for an interdependent world. Courses and programs in global education should be designed around four intellectual dimensions: (1) presenting substantive information from different cultural, ideological, historical, and gender perspectives; (2) exploring the values, attitudes, and positions that define our world views; (3) introducing skills and competencies that will prepare effective citizens; and (4) including activities that will involve students in community affairs. Students should possess specific skills and abilities such as understanding decision-making processes and understanding the costs and benefits of interdependence. Courses need to focus on developing research and problem-solving skills. The basic competencies of reading, writing, critical thinking, and computation are always essential. The processes which bring about societal growth and progress will be random and ineffective without well-designed educational programs. (SM)

ED 284 856 SP 029 223

Barger, Robert N.
American Educational Reform: Is the Cure Worse than the Disease?
PUB DATE- Mar 87
NOTE- 16p.; Paper presented at the Annual Meeting of the Educational Studies Association of Ireland (Dublin, Ireland, March 19-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Standards; Change Strategies; *Educational Change; Educational Innovation; *Educational Needs; *Educational Quality; Elementary Secondary Education; Instructional Leadership
IDENTIFIERS- Nation at Risk (A)
A critique of the educational reform report, "A Nation At Risk" (1983), asserts that the recent American education reform movement is hindering true educational reform, because recommendations offered by this and other reports generally call for a redoubling of educational effort within the present educational context without advocating any essential changes in educational structure, content, or methodology. Through discussion of proposals concerning content, standards and expectations, time, teaching, and leadership and fiscal support, it is concluded that most reports have not proposed anything truly innovative in the way of educational curriculum or instructional methodology. Instead, most have recommended measures that would only reinforce the status quo. (Author/CB)

ED 284 872 TM 870 235

Kirby, Peggy C.; Abernathy, Mari W.
The Multivariate Reality of Educational Research: Detecting Interaction Effects Using Canonical Correlation Analysis.
PUB DATE- Jan 87
NOTE- 67p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Dallas, TX, January 29-31, 1987).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Analysis of Variance; *Correlation; *Educational Research; Generalization; *Multivariate Analysis; Predictive Measurement; *Predictor Variables; *Simulation; Statistical Studies
IDENTIFIERS- *Continuous Variables; General Linear Model; *Interaction (Statistical); Statistical Analysis System
Canonical correlation analysis is the best technique to employ when the research problem has multiple predictor and multiple criterion (outcome) variables, which is usually the case in the "real" world of education. A hypothetical data set is presented to illustrate how this particular multivariate method can be used to detect effects of interaction between variables in a predictor variable set and the composite of criterion variables. In the simulated data, IQ and socioeconomic status (SES) are the variables used to predict an achievement test score and grade-point average (GPA). To test for interactions, a dummy predictor variable is created as the product of SES and IQ. This product variable is a significant predictor itself, and improves the explanatory power of the canonical functions. The three-variable model (with product variable) greatly reduces the Wilks' Lambda over the two-variable model. Furthermore, the three-variable model more than doubles the explained variance for GPA. The preference for this technique over MANOVA is based on the ability of canonical correlation to detect interactions without having to transform continuous data to arbitary nominal levels, permitting more accurate generalization to multivariate reality. An extensive (40 pages) Statistical Analysis System (SAS) printout is attached. (Author/LPG)

ED 284 724 SE 048 267

Mathematics Enrichment Activities. Grades 3 Through 12.
Virginia State Dept. of Education, Richmond. Div. of Sciences and Elementary Administration.
PUB DATE- May 86
NOTE- 214p.

LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Algebra; Arithmetic; Elementary School Mathematics; *Elementary Secondary Education; Geometry; Mathematical Applications; *Mathematical Enrichment; Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; Mathematics Materials; *Secondary School Mathematics; State Curriculum Guides; *Student Interests; Teaching Methods
IDENTIFIERS- *Virginia

One way to stimulate interest in mathematics among students is to provide them with enrichment activities which often are somewhat different than regular classroom activities. Based on that premise, this publication presents a compendium of activities designed to enrich mathematics at various grade levels. The activities fall into seven categories. Three groups are simply categorized by grade level; namely primary, intermediate, and middle school. The algebra I activities are designed to be treated at whichever grade that subject is taught, while the activities designated for higher algebra are intended for students studying algebra beyond the first year. The geometry level is designed for students enrolled in a traditional high school geometry course, and the advanced mathematics category contains topics usually compatible with students taking a senior level mathematics course. Each activity in the document includes an introduction, objectives, a list of materials needed, and a description of the procedure. Some activities also contain reproducible worksheets suitable for use by the students. Solutions to problems are also provided for the teacher. (TW)

ED 284 768 SO 018 089

Chamblin, Larry
In Maryland, Citizenship is Basic.
Maryland State Dept. of Education, Baltimore.
PUB DATE- Oct 86
NOTE- 8p.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Standards; *Citizenship Education; *Civics; Competency Based Education; Core Curriculum; Curriculum Development; *Elementary Secondary Education; Minimum Competencies; *Social Studies; State Surveys; *United States Government (Course); United States History
IDENTIFIERS- *Maryland

Seventeen thousand Marylanders affirmed the importance of specific citizenship competencies as graduation requirements. This was the finding when the Maryland State Department of Education surveyed citizens to answer the question of what competencies should be taught in the public schools. The citizenship competencies were approved as graduation requirements and became the basis for instruction and assessment in citizenship. The program Project Basic, requires that students know the characteristics, functions, and powers of local, state, and federal legislative bodies; the characteristics, functions, and powers of the executive, legislative, and judicial branches of government; terms of office for legislators and executive officers; characteristics of different forms of government; political systems; principles of democracy; rights and responsibilities of individuals; roles of political parties; and making and changing laws. The students are assessed by taking the Maryland Test of Citizenship Skills. The first graduating class required to pass the test is the class of 1988. (SM)

ED 284 886 TM 870 430

Strouss, Sara J.
Varying Perspectives on Measurement Issues in the Summative Evaluation of Teachers: The Scoring Perspective.
PUB DATE- Apr 87

NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Career Ladders; Elementary Secondary Education; *Evaluation Criteria; Evaluation Methods; Measurement Techniques; Performance Factors; *Scoring; State Programs; Summative Evaluation; *Teacher Evaluation; Teacher Promotion
IDENTIFIERS- Tennessee; *Tennessee Career Ladder Program
This paper describes the scoring of the upper levels of the Career Ladder system for teachers in the Tennessee Career Ladder Evaluation Systems. The instruments used to evaluate teachers include classroom observation, dialogue with the teacher, a peer questionnaire, student questionnaires, a professional skills test, professional development and leadership summary, principal questionnaire, and a consensus rating. Information from the evaluation process is combined into a data file at the State Testing Center, and a score report is generated. The score report lists each of the scores and the weight it contributed towards the total score. The report consists of the following: (1) the cover; (2) a summary page; (3) "Results by Domain," comprised of three weighted components from multiple data sources, the principal's rating, and the evaluation team's rating; (4) "Results by Competency," detailing every score used in the calculation of the Career Ladder evaluation results; and (5) "Results by Instrument," displaying the same information as "Results by Competency" but scores are listed in instrument order. The appendix contains a sample Career Ladder Score Report. (BAE)

ED 284 901 TM 870 454

Ackerman, Terry A.
The Use of Unidimensional Item Parameter Estimates of Multidimensional Items in Adaptive Testing.
SPONS. AGENCY- Office of Naval Research, Washington, D.C. Personnel and Training Branch.
PUB DATE- Apr 87
NOTE- 39p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
GRANT- 1-N00014-85-C-0241; N153-531
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Adaptive Testing; College Entrance Examinations; *Computer Assisted Testing; Computer Simulation; Difficulty Level; *Estimation (Mathematics); *Latent Trait Theory; Mathematical Models; Statistical Studies; Test Construction; Test Format; Test Items; *Test Theory
IDENTIFIERS- ACT Assessment; LOGIST Computer Program
The purpose of this study was to investigate the effect of using multidimensional items in a computer adaptive test (CAT) setting which assumes a unidimensional item response theory (IRT) framework. Previous research has suggested that the composite of multidimensional abilities being estimated by a unidimensional IRT model is not constant throughout the entire unidimensional ability scale. Results of this study suggest that univariate calibration of multidimensional data tends to "filter" out the multidimensionality. The closer an item's multidimensional composite aligns itself with the calibrated univariate ability scale's orientation, the larger the estimated discrimination parameter. If CAT item selection is based upon the amount of information an item provides, items requiring similar (theta sub 1, theta sub 2) will most often be selected. These results further imply that in a CAT different abilities throughout the theta sub 1, theta sub 2 plane could receive sets of items that discriminate between theta sub 1 and theta sub 2 to different degrees. Also, different abilities along the mapped univariate scale could receive tests having different proportions of item content. A description of the ACT Mathematics Usage Test is appended. (Author/JAZ)

ED 284 929 UD 025 667

Shoffner, S. M.; Peterson, G. W.
Instrumentation for Assessing Changes Over Time in Career Projections and Attainments of Low-Income Youth. Research Report 86-12.
Tennessee Univ., Knoxville. Agricultural Experiment Station.
PUB DATE- Jul 86

NOTE- 79p.; Appended survey instruments contain small print.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Reports - Research/Technical (143)
DESCRIPTORS- Attitude Change; *Attitude Measures; *Blacks; *Disadvantaged Youth; Interviews; Life Satisfaction; Low Income; *Occupational Aspiration; Out of School Youth; Parent Aspiration; Poverty; Questionnaires; *Rural Youth; Self Concept; Urban Youth; Whites
IDENTIFIERS- *Career Barriers

This report presents questionnaires that were used in three phases of a longitudinal study of career aspirations and attainments among low income youth and of their mothers' aspirations for them. The subjects were interviewed in 1969, when they were in the fifth and sixth grades, in 1975, and in 1979. Participants were members of three low income subcultures: rural white Applachians, rural Southern blacks, and Southern inner-city urban blacks. Also interviewed was a small sample of poor urban whites in one Southern state. An introduction describes the instruments and discusses the components studied, which included the following: (1) occupational and educational aspirations and expections; (2) significant others; (3) academic and achievement motivation; (4) self-concept; (5) child's perception of mother's degree of communication and independence training; (6) mother's behavior as perceived by the child; (7) IQ; (8) parental values--characteristics of children valued; (9) mother's achievement value orientation; (10) alienation or anomie; (11) locus of control; (12) family background and social particpation; (13) work experience, and job and salary history; (14) job search patterns and barriers; (15) importance of job aspects and job satisfaction; (16) educational attainment and barriers to aspired level; and (17) educational satisfaction and encouragement from parents. A list of references is included, and the study instruments are appended. (PS)

ED 284 739 SE 048 284

Williamson, S. Gill
Top-Down Calculus: A Concise Course.
REPORT NO.- ISBN-0-88175-072-7
PUB DATE- 87
NOTE- 443p.
AVAILABLE FROM- Computer Science Press, Inc., 1803 Research Blvd., Suite 500, Rockville, MD 20850 ($25.95, plus postage).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Books (010)
DESCRIPTORS- Algorithms; *Calculus; *College Mathematics; Functions (Mathematics); Geometry; Higher Education; Mathematical Applications; *Mathematical Concepts; Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; Mathematics Materials; Secondary Education; *Secondary School Mathematics; Textbooks

This textbook was designed for a first course in differential and integral calculus, and is directed toward students in engineering, the sciences, mathematics, and computer science. Its major goal is to bring students to a level of technical competence and intuitive understanding of calculus that is adequate for applying the subject to real world problems. The text contains major sections on: (1) linear functions and derivatives; (2) computing derivatives; (3) applications of derivatives; (4) integrals; and (5) infinite series. The activities contained within these chapters are designed so that students can first study the exercise set and the solutions. Next, the students are asked to make modifications to the original problem, solve it, and move on to the variations. The appendices include math tables, additional reading and exercises, solutions, and hints to the exercises. (TW)

ED 284 813 SO 018 338

Parker, Franklin, Ed.; Parker, Betty June, Ed.
American Dissertations on Foreign Education: A Bibliography with Abstracts. Volume XVII. Pacific: American Samoa, Fiji, Guam, Papua New Guinea, Ryukyu Islands, Solomon Islands, Tonga, Trust Territory of the Pacific Islands (Micronesia), Tubuai (French Polynesia), Western Samoa.
REPORT NO.- ISBN-0-87875-327-3
PUB DATE- 86
NOTE- 225p.
AVAILABLE FROM- The Whitston Publishing Company, P.O. Box 958, Troy, NY 12181 ($25.00).
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Books (010)
DESCRIPTORS- *Abstracts; Annotated Bibliographies; *Doctoral Dissertations; Foreign Countries; Graduate Study; Higher Education; *Political Science; Reference Materials; *Social Science Research; *Social Sciences
IDENTIFIERS- *Pacific Region
The editors attempt to examine and abstract all locatable doctoral dissertations completed in the United States, Canada, and some European countries that pertain to the Pacific area. Specifically, these dissertations deal with American Samoa, Fiji, Guam, Papua New Guinea, Ryukyu Islands, Solomon Islands, Tonga, Trust Territory of the Pacific Islands (Micronesia), Tubuai (French Polynesia), and Western Samoa. The dissertations focus significantly on public and private education at all school levels and on all school subjects. They deal with the work and influence of educational, scientific, and cultural agencies, individuals, and movements. Some dissertations which deal only marginally with education and learning are included when they seem to be of special relevance. (BZ)

ED 284 915 UD 025 616

NJEA Study of Urban School Environments.
New Jersey Education Association, Trenton.
PUB DATE- 87
NOTE- 49p.; For the recommendations resulting from this study, see UD 025 684.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Educational Environment; *Educational Improvement; *Educational Needs; Elementary Secondary Education; School Role; *Teacher Attitudes; Urban Problems; *Urban Schools
IDENTIFIERS- *New Jersey

This report summarizes the results of a telephone survey of New Jersey Education Association (NJEA) members. The purpose of this study is to identify problems affecting the education of children in New Jersey urban school districts and make recommendations for improvement. First, the design of the study is described, and then the report is organized around findings in these areas: demographic characteristics; adequacy of resources; work environment; employee/student recognition; the learning environment; school problems; the educational program; basic skills deficiencies; career choice; and job satisfaction. A list of demographic highlights of the participants in the study is included. Most of this report consists of statistical tables. The study identified these major problems: (1) large class size; (2) no reasonable limits on the number of students with special needs placed in regular classrooms; (3) inadequate number of guidance counselors, substitute teachers, and classrooms; (4) lack of support from parents for teachers' efforts; (5) large number of students from problem home environments and lacking basic skills; (6) high failure rate of students on standardized tests; and (7) frequency of student absenteeism. Appendices include the survey form, a table of approximate sampling tolerances to use in evaluating results, and a list of the 29 New Jersey school districts identified as urban. (KH)

ED 284 943 UD 025 690

Branch, Alvia Y.
Summer Training and Education Program (STEP): Report on the 1985 Summer Experience. Executive Summary.
Public/Private Ventures, Philadelphia, PA.
PUB DATE- Apr 86
NOTE- 12p.; For the full report, see ED 283 028.
AVAILABLE FROM- The Communications Department, Public/Private Ventures, 399 Market St., Philadelphia, PA 19106.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Achievement Gains; Daily Living Skills; *Internship Programs; Low Achievement; *Potential Dropouts; *Remedial Instruction; Sexuality; *Summer Programs; *Work Study Programs
The Summer Training and Education Program (STEP) provides 14 and 15 year olds with a paid summer experience that combines work, remediation in reading and math, and life skills instruction. This national, federally funded program is a response to data which show that poor academic performance and teenage pregnancy are important contributors to dropout behavior and difficulties in the labor market. Four separate but related components comprise the STEP intervention; they are the following: (1) a remediation component which provides instruction in reading and math; (2) a lifeskills and opportunities component which teaches the students responsible social and sexual attitudes; (3) a work experience component in which the participants are paid minimum wage for entry level jobs; and (4) a school year support component which follows the students through the academic year and encourages them to return to STEP for the second summer. The results of this first summer show that the program design operated well. Success was made in stemming the learning losses which usually take place over the summer, Hispanic participants made significant academic gains, and the students' knowledge of birth control was substantially increased. (VM)

ED 284 754 SE 048 299

Skill Acquisition Measures (SAM). Elementary Mathematics Level II. Teacher's Manual.
Lancaster City School District, Pa.
PUB DATE- 86
NOTE- 138p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Achievement Tests; Arithmetic; Computation; *Criterion Referenced Tests; *Elementary School Mathematics; *Grade 2; Mastery Tests; Mathematics Education; *Mathematics Instruction; *Mathematics Skills; *Mathematics Tests; Minimum Competencies; Numbers; Primary Education
IDENTIFIERS- *Lancaster School District PA

The Skill Acquisition Measures (SAM) were designed by the Lancaster (Pennsylvania) School District as criterion referenced tests for mathematics. This manual consists of copies of the student test forms for level 2, with additional information for the teacher's use. Each of the test items is presented with the correct answers and the criteria for scoring. In addition, notes are provided if there are special instructions for administering or scoring that particular item. The level 2 skills relate to: (1) ordinal numbers; (2) numerals; (3) numbers (including counting); (4) the use of zero; (5) simple equations; (6) sums; (7) addends; (8) the difference; (9) the ones place; (10) the tens place; and (11) the hundreds place. (TW)

ED 284 783 SO 018 223

European Community Education Cooperation: The First Decade.
Commission des Communautes Europeennes (Luxembourg).; EURYDICE Central Unit, Brussels (Belgium).
REPORT NO.- ISBN-2-87116-044-9
PUB DATE- Sep 86
NOTE- 23p.; Colored photographs may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Historical Materials (060)
DESCRIPTORS- *Educational Cooperation; Educational Development; *Educational History; Educational Innovation; *Educational Opportunities; Educational Planning; Educational Technology; Elementary Secondary Education; Foreign Countries; Higher Education; Migrants
IDENTIFIERS- *Europe; *European Community
Nearly one-third of the European Community population of 320 million is involved daily with some form of education. The Community Education Action Programme celebrated its tenth anniversary in February 1986. The initial thrust was to increase mutual understanding and promote closer relations between the different education systems of member states. In response to the harsh economic and political realities of the late 1970s/early 1980s, the Community recognized the importance of additional commitments to tackle the growing problems of youth and unemployment. From the mid-1980s the priorities of the Programme have been influenced by the need for policies to develop human resources as an essential pre-requisite to cooperation within a People's Europe and to face the challenge of developing a European Technological Community able to compete with the United States and Japan. Chapters are: "Historical Development"; "Overview of the Education Programme in the European Community"; "Transition of Young People from School to Adult and Working Life"; "Equal Opportunities for Girls and Boys in Education"; "Education and Training of Migrant Workers and Their Families"; "The Teaching of Foreign Languages"; "The Introduction of the New Information Technologies"; "Cooperation in the Field of Higher Education"; "Information Exchange: EURYDICE, Study Visits, Conferences, and Seminars"; "Illiteracy"; "Handicapped Children"; "Europe in the Schools"; "Conclusions"; and "Information Sources". (Author/BZ)

ED 284 799 SO 018 264

Woodward, Arthur; Nagel, Kathleen Carter
Old Wine in New Bottles: An Analysis of Changes in Social Studies Textbooks from Old to New Edition.
PUB DATE- Apr 87
NOTE- 17p.; Paper presented at the American Educational Research Association (68th, Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Content Analysis; Grade 5; Intermediate Grades; Publishing Industry; *Social Studies; *Textbook Content; *Textbook Publication; Textbook Research; *Textbooks; Textbook Selection; *United States History
Faced with a market that puts a premium on newness, artwork, and copyright date, the textbook industry seems to have been forced into a hectic textbook revision cycle in which improvement in instructional quality takes a poor second place to more superficial changes. While educators think they are getting newer, different, and, therefore better textbooks, they are not. An analysis of recent editions of four fifth-grade social studies textbooks reveals relatively few content and pedagogical changes. Of the four, only one can be said to have undergone substantial revision from one copyright version to another. On the whole, teacher's guides reflected the changes or lack of changes in their student textbooks. On the surface, it appears that publishers spend inordinate amounts of time employing marketing ploys to convince

educators that they are buying something better than was previously available. Yet, it is educators themselves who apply educationally irresponsible and unsound criteria to their evaluations of textbooks. Adoption states, too, must bear a disproportionate responsibility for creating the existing market. Although efforts are being made to insist upon improved quality of textbooks and to reform the textbook selection process, much work is necessary to assure that these efforts materialize into substantial improvements and changes. (BZ)

ED 284 842 SP 029 043

Ocansey, Reginald T. A.
Improving the Explicitness of Verbal Communications of University Supervisors in Student Teaching.
PUB DATE- Jun 87
NOTE- 30p.; Paper presented at the International Association for Physical Education in Higher Education World Convention (Quebec, Canada, June 14-18, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Feedback; Higher Education; Physical Education Teachers; Preservice Teacher Education; Student Teachers; *Student Teacher Supervisors; *Supervisory Training; *Verbal Communication
Research in teacher education indicates the need for training university supervisors in specific programs that are compatible with the goals of the teacher education program. There is also evidence which indicates that student teachers often receive feedback from supervisors that is vague and implicit. As a result of the implicitness of the feedback, student teachers are often unable to follow through successfully in subsequent teaching. Some form of training is essential if student teachers are to receive information about their teaching that is explicit. The purpose of this study was to train four university supervisors to communicate information about student performances in an explicit manner and to hold them accountable for their performances during student teaching. As a result of participation in the training program, university supervisors were able to increase the communication of fully explicit tasks and type of accountability statements. In addition, they were able to decrease the communication of implicit tasks and different types of accountability statements during conferences in student teaching. (Author/JD)

ED 284 857 SP 029 227

Teachers for Tomorrow.
National Education Association, Washington, D.C.
PUB DATE- Jul 87
NOTE- 25p.; Colored photographs may not reproduce well.
AVAILABLE FROM- National Education Association, 1201 16th Street, NW, Washington, DC 20036.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational History; Elementary Secondary Education; Evaluation Methods; Higher Education; *Participative Decision Making; *Preservice Teacher Education; *Professional Development; *Standards; Teacher Characteristics; *Teacher Evaluation; *Teacher Salaries
IDENTIFIERS- *National Education Association

This report looks at the specific steps the National Education Association (NEA) members feel must be taken to ensure that there will be an excellent teacher for every student in every classroom in America. The beginning of the NEA in 1857 and some of the milestones it has achieved are described. A profile of today's teachers is given. The NEA Agenda for the Teaching Profession is introduced, and specific proposals are discussed: (1) standards for teacher preparation; (2) standards boards at the state and national level to enable professional self-governance by teachers; (3) development and use of effective evaluation systems for teachers coupled with opportunities for professional growth; (4) adequate compensation of teachers; and (5) participatory decision-making in schools. References for more information on the NEA agenda are offered. (MT)

ED 284 873 TM 870 253

McMurray, Mary Anne

The Concepts Underlying Structure Coefficients, Communality, and Factor Scores in the Exploratory Factor Analytic Case.

PUB DATE- 30 Jan 87
NOTE- 17p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Dallas, TX, January 29-31, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Correlation; *Factor Analysis; *Factor Structure; *Goodness of Fit; Higher Education; Mathematical Models; *Matrices; Multiple Regression Analysis; Research Methodology; Simulation; Statistical Studies; *Weighted Scores
IDENTIFIERS- *Communality; Z Scores

This paper illustrates the transformation of a raw data matrix into a matrix of associations, and then into a factor matrix. Factor analysis attempts to distill the most important relationships among a set of variables, thereby permitting some theoretical simplification. In this heuristic data, a correlation matrix was derived to display associations among the variables. Multiple regression, both with and without Z-score transformation, was used to generate structure coefficients and the factor matrix. This matrix shows the correlation of each variable with the factors extracted from the association pattern. Two factors were extracted in this case. For each, the scores constitute a new variable, a weighted combination of the scores on each of the original variables. Each factor is treated as a hypothetical construct, to be interpreted from the pattern of factor scores. Communality is the proportion of variance of each variable that is reproduced in the extracted factors. If multiple regression is the factoring method, then the sum of communalities is equivalent to the multiple correlation coefficient. (LPG)

ED 284 725 SE 048 268

First European Division Mathematics & Science Conference, Presented Papers.
PUB DATE- 86
NOTE- 49p.; Papers presented at the First European Division Math & Science Conference (Heidelburg, Germany, February 28-March 2, 1986).
AVAILABLE FROM- University of Maryland, European Division, Im Bosseldorn 30, 6900 Heidelberg, F.R. Germany.
LANGUAGE- English
Document Not Available from EDRS.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Criterion Referenced Tests; Diagrams; *Foreign Countries; *Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; Science Activities; Science Curriculum; *Science Instruction; Science Laboratories; Secondary Education; *Secondary School Mathematics; *Secondary School Science

This document contains the papers presented at the European Division (University of Maryland) Mathematics and Science Conference held February 28-March 2, 1986, in Heidelberg, Germany. The papers deal with: (1) "Use of Diagrams in Solving Applied Problems"; (2) "Teaching Linear Inequalities: A Linear Programming Approach"; (3) "On a Systematic Presentation of Graphing"; (4) "An Aid for Remembering Trigonometric Relationships"; (5) "A Hands-on Approach to Teaching Trigonometry"; (6) "Interactive Caclulus Teaching"; (7) "The Teaching of Caclulus in Mechanics: An Alternative Approach"; (8) "Some Common Errors Made by Students in Basic Math"; (9) "Experiences Teaching UCSP 1998T and MATH 101"; (10) "Backward Chaining as an Error-free Teaching Technique: Solving Quadratic Equations by Completing the Square"; (11) "Homework in Mathematics"; (12) "Criterion Referenced Assessment: With Special Reference to MATH 101"; (13) "Coping With Math and Science Anxiety in the Classroom"; (14) "Math Avoidance - Math Anxiety"; (15) "Understanding Mathematical Concepts"; (16) "Instructional Tools in Non-Laboratory Earth Science"; (17) "How to Teach Science Without a Formal Laboratory"; (18) "Struggle Against Dogmatism in the Teaching of Science"; (19) "Computer Assist for Students Writing Physics Lab Reports"; (20) "Using Detailed Handouts to Illustrate Calculus Concepts"; (21) "A High-Level Application of Elementary College Mathematics Probability, Determinism and the Prime Numbers." (TW)

ED 284 769 SO 018 111

Chastain, Marsha; Glendenning, Owen
The Museum Connection, Grade Four: Life at Home 1840-60. Unit III, Draft #2.
Mount Vernon School District, IN.
PUB DATE- 87
NOTE- 75p.; For related documents, see SO 018 112-113. Some of the pictures and charts may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Historical Materials (060)

DESCRIPTORS- Childrens Games; Cross Cultural Studies; Educational History; Family History; *Family Life; Grade 4; History; Homemaking Skills; Instructional Materials; Intermediate Grades; *Local History; Primary Sources; Reference Groups; Research Tools; Resource Materials; *Social Environment; *Social History; *Subcultures
IDENTIFIERS- *Indiana (New Harmony)
Because historical objects have a powerful presence, they can be equally powerful as educational tools. Historic sites and the professionals who staff them are uniquely qualified to deal with these objects and their context. By teaching students methods of interpreting artifacts and documents, youngsters can develop higher-level cognitive skills that will serve them well all their lives. "The Museum Connection" is an educational program designed to teach these skills. It consists of three distinct projects. The first set, which includes pre- and post-tests, has among others the following purposes: (1) to compare and contrast the use of rooms and appliances available in mid-nineteenth century homes with those in modern homes; (2) to describe a scenario of what life would be like if a "black-out" occurred; (3) to be introduced to the procedure taken in reading a historical document such as a will or an account book; (4) to role-play a tea-party of the time period; (5) to create and evaluate a family tree; (6) to be introduced to the Minerva Society; (7) to experience what school was like in the nineteenth century; and (8) to compare and contrast children's games of the past to present-day games. (BZ)

ED 284 827 SP 028 631

Ben-Peretz, Miriam, Ed.; And Others
Advances of Research on Teacher Thinking.
International Study Association on Teacher Thinking.
REPORT NO.- ISBN-90-265-0774-7
PUB DATE- 86
NOTE- 203p.; Papers presented at the Annual Meeting of the International Study Association of Teacher Thinking (2nd, Tilburg, The Netherlands, May 1985).
AVAILABLE FROM- Swets North America Inc., P.O. Box 517, Berwyn, PA 19312 ($20.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Cognitive Processes; Educational Research; Research Methodology; *Teacher Characteristics; Teachers
IDENTIFIERS- *Teacher Thinking
These 16 papers address 3 areas of research deemed to be of particular importance to teachers. The first topic concerns the leading metaphors used by researchers to delineate what is understood by teacher thinking. These metaphors include "teachers' conceptions," "frames of reference," "personal constructs," "teacher principles of practice," and several other terms. The second topic deals with the content and process of teacher thinking in various tasks. It includes studies on assessment of students, thinking about subject matter and curriculum, and perceptions of teaching itself. The third topic addressed is advances in methods of data collection and analysis. This section illustrates the relation between a researcher's choice of leading metaphor and method of data collection and also the problem of making sure the researcher's meanings are not confused with those of the teachers. (MT)

ED 284 887 TM 870 431

Gantzer, Jack
Vygotskian Theory and Language Testing.
PUB DATE- 22 Feb 86
NOTE- 11p.; Paper presented at the 1986 CUNY ESL Council Conference: Students, Texts, and Contexts (New York, NY, February 22, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Cognitive Development; *Cognitive Measurement; Elementary Secondary Education; *Language Tests; *Learning Processes; *Learning Theories; Student Placement; Test Constructio
IDENTIFIERS- *Vygotsky (Lev S); *Zone of Proximal Development

Vygotskian theory suggests that maturation and learning are not mutually exclusive; rather together they constitute development and are thus dependent on each other and interactive. The concept of the zone of proximal development involves determining two developmental levels of mental functions for each learner--the actual and the potential developmental levels. According to this theory, a second level of measurement, determining what the learner can do with the assistance of others, might in reality be a better indicator of the mental development and potential of the learner than is the measurement of what a learner can do alone. A Vygotskian test of reading, writing, listening, or language learning should first consist of a measure of the actual developmental level of the learner. With this measure as a starting point, ways of offering assistance to the test taker can be defined. Forms of assistance such as word definitions, grammatical explanations, and verb forms could go toward the test taker's completion of items missed in independent testing. Individual zones of proximal development could be demarcated and used to place students in courses according to their abilities to benefit from the same type and level of instruction. (LMO)

ED 284 902 TM 870 455

Ackerman, Terry A.
The Robustness of LOGIST and BILOG IRT Estimation Programs to Violations of Local Independence.
PUB DATE- Apr 87
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- *Computer Software; Correlation; Estimation (Mathematics); *Latent Trait Theory; Mathematical Models; Predictive Measurement; Statistical Studies; *Test Construction; *Test Items; *Test Theory
IDENTIFIERS- ACT Assessment; BILOG Computer Program; *Local Independence (Tests); LOGIST Estimation Procedures; *Robustness
One of the important underlying assumptions of all item response theory (IRT) models is that of local independence. This assumption requires that the response to an item on a test not be influenced by the response to any other items. This assumption is often taken for granted, with little or no scrutiny of the response process required to answer individual test items. Ackerman and Spray (1986) proposed a dependency model with which the interaction of such factors as the amount and direction of item dependency, item difficulty and discrimination, and item order or sequence effects could be simulated. In the present study, item response data were generated with varying degrees of response dependency using their model. These data were used to determine the robustness of the IRT calibration programs LOGIST and BILOG to violations of local independence. Results suggest that calibrated dependent item parameters tend to be overestimates of the original item parameters. Ability estimates, however, were more affected as the degree of dependency increased. A description of the ACT Mathematics Usage Test is appended. (Author/JAZ)

ED 284 740 SE 048 285

Family Planning and the Well-Being of Women and Children. An Analysis of World Fertility Survey and Other Data Prepared for IPPF.
International Planned Parenthood Federation, London (England).
PUB DATE- Jul 85
NOTE- 12p.
AVAILABLE FROM- International Planned Parenthood Federation, Regents College, Inner Circle, Regents Park, London NW1 4NS, England ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Adult Literacy; *Birth Rate; Cohort Analysis; Demography; *Environmental Education; *Family Planning; Foreign Countries; Global Approach; *Infant Mortality; *Mothers; *Population Education; Population Trends; Social Influences
IDENTIFIERS- *World Fertility Survey

The age at which women marry and bear chldren can influence their health and well-being and that of their chi dren. This fact is at the heart of the analysis contained in this document which was a result of a study of the World Fertility Survey (WFS) and other data pertaining to global demographics. The document is comprised of seven sets of graphs which are intended to provide information on various statistical aspects of family planning. These include schematic representations of: (1) completed fertility of women aged 45-49 years by age at first marriage (in all of the WFS countries); (2) infant, toddler, and child mortality by age of mother at birth (in selected WFS countries); (3) infant mortality by length of birth interval (in five major regions of the world); (4) infant mortality by birth order (in selected WFS countries); (5) infant mortality by mother's education (in selected WFS countries); (6) infant mortality by literacy of parents (in selected WFS countries); and (7) the practice of contraception by child loss among women with four to six children. (TW)

ED 284 814 SO 018 339

Graves, Norman J., Ed.
Computer Assisted Learning in Geographical Education. Papers Presented at an International Conference on Computer Assisted Learning in Geographical Education (13th, London, England, April 10, 1983).

International Geographical Union.
REPORT NO.- ISBN-0-85473-188-1
PUB DATE- 84
NOTE- 152p.; Document contains small, light type.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Books (010) Reports - General (140)
DESCRIPTORS- *Computer Assisted Instruction; Courseware; Curriculum Development; Curriculum Evaluation; Databases; *Educational Technology; Elementary Secondary Education; Foreign Countries; *Geography Instruction; Higher Education; Inservice Teacher Education; Instructional Material Evaluation; Instructional Materials; Preservice Teacher Education; Teacher Education

Containing papers presented at a multinational conference, this document examines the development of computer assisted learning (CAL) in geography, and describes program and curriculum development, teacher education, and experiences and problems of countries using CAL. Specific papers include: "Computer Assisted Learning in Geographical Education in the Netherlands: Initial Steps on Virgin Soil" (Van Beckum); "Spatial Diffusion and C.A.L. in Geography: The Case of Spain" (Hernando); "Interactive Computer Assisted Learning in Geography" (Stoltman); "Institutional and Individual Curricular Responses to Computer Assisted Learning in New Zealand Geography" (Forer); "Palaeotechnic Impressions of Computer Assisted Learning in the United Kingdom" (Hall); "Scope and Progress of Geography CAL from the Computers in the Curriculum Project" (Watson); "Computer Assisted Learning in the Geography Classroom--Explorations with Video Tape" (Wiegand); "Teacher and Pupil Involvement in Creating Computer Programs in Geography" (Ferguson and Hones); "Aspects of Pre-service and In-service Teacher Education with Reference to Computer Assisted Learning in Geography" (Barr and Williams); and "Settlement Unit: a Coordinated Suite of Analytical Programs and Data Files Designed for a Specific Geography Syllabus" (Jennings). (RJ)

ED 284 916 UD 025 618

Harris, J. John, III; And Others
Brown to Buckley: A Study of Desegregation, Integration, and Student Attitudes in Seven Marion County, Indiana School Districts. A Research Study.
Indiana Univ., Indianapolis. Center for Urban and Multicultural Education.
SPONS. AGENCY- Lilly Endowment, Inc., Indianapolis, Ind.
PUB DATE- May 85
NOTE- 392p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Black Students; Busing; *Desegregation Effects; *Educational Environment; Elementary Secondary Education; Faculty Integration; Intergroup Relations; Parent Participation; Program Effectiveness; Public Schools; *Racial Attitudes; Racial Integration; *School Desegregation; School Surveys; Self Concept; Student Attitudes; Urban Schools; Whites
IDENTIFIERS- *Indiana (Marion County); Mandatory Programs; Supportive Learning Environments
This report presents results of the first year of a three-year study analyzing the effects of school desegregation/integration on black and white pupils enrolled in the public schools of Indianapolis, Indiana, and surrounding suburban school districts within Marion County. This longitudinal study will survey resident and non-resident students in grades 3, 5, 7, 9, and 11 at three data collection points. It is a cooperative venture involving students, parents, community leaders, local educators, and higher education. The findings so far indicate that Marion County Schools have taken seriously the task of providing a school atmosphere which fosters positive interracial attitudes. Both black and white students maintain positive feelings toward school, and see classroom organization and structure as facilities for learning. Also, both black and white students maintain a positive sense of self-worth. The study found that interracial attitudes are more likely an outcome of school atmosphere than a cause. The report includes a bibliography, recommendations, information on the authors, and appendices with the survey instruments and tables. (PS)

ED 284 930 UD 025 670

Travers, Paul D.; Kitterer, Robert A.
An Annotated Bibliography of Historical Publications on Edcuation in St. Louis City and County (1830-1968).
PUB DATE- 87
NOTE- 123p.
LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Black Education; *Educational History; *Educational Research; Elementary Secondary Education; Higher Education; *Parochial Schools; *Public Schools; School Districts; Urban Education
IDENTIFIERS- *Missouri (Saint Louis)
This annotated bibliography provides references to representative materials on educational history in the St. Louis City and Suburban Areas (Missouri). The bibliography includes books, theses, dissertations, pamphlets, periodical articles, reports, and files. Each entry cites the author, the title, facts of publication, and location of entry, and includes an abstract of the contents. The bibliography is organized according to the following classifications of educational material: (1) St. Louis City and Suburban Area, Common School Education; (2) St. Louis City School System; (3) Suburban St. Louis, Common School Education; (4) Higher Education in St. Louis City and Suburbs; (5) Racial Matters (relating to black education in St. Louis); and (6) Parochial Education. All materials are arranged by date of publication. (KH)

ED 284 944 UD 025 718

Jorge, Antonio; Moncarz, Raul
The Political Economy of Cubans in South Florida. A Cuban Studies Project Monograph.
Miami Univ., FL. Inst. of Interamerican Studies.
PUB DATE- Mar 87
NOTE- 57p.
AVAILABLE FROM- Graduate School of International Studies, University of Miami, P.O. Box 248123, Coral Gables, FL 33124 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Acculturation; Activism; *Cubans; Demography; Economic Opportunities; Elementary Secondary Education; Hispanic Americans; *Immigrants; Refugees; *Social Integration; Social Mobility; *Socioeconomic Status
IDENTIFIERS- *Florida (Dade County); Mariel Cubans
This paper presents and analyzes data on the experience of the Cuban community in South Florida, from its inception as a reaction to the revolution of 1959 through its gradual accommodation to the reality of permanent exile and its altered view of its own future. First, the paper examines the changing demographics of South Florida and how these have altered the nature of the local markets and society. The varying motivations for Cuban immigration to the Miami area are outlined and characteristics of the different waves of Cuban migration are compared, particularly the propensity for occupational mobility in the new environment and factors contributing to that mobility. Economic discrimination is discussed as a possible element in downward mobility of the refugees; while Cuban income and formal education are at present above average for Hispanic groups and Blacks, this advantage is said to be gradually eroding. The rapid assimilation of the Mariel refugees into the Miami Cuban community is analyzed, and Cuban progress in penetrating local political structures and participation in politics is surveyed. The initial lag of Cuban representation in this area is reported to be disappearing, at least at State and local levels. In conclusion, major findings are summarized and calls for further research, especially on education, are made. This report includes 3 demographic tables, and 5 more are appended. (KH)

ED 284 755 SE 048 300

Skill Acquisition Measures (SAM). Elementary Mathematics Level III. Teacher's Manual.
Lancaster City School District, Pa.
PUB DATE- 86
NOTE- 108p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Achievement Tests; Computation; *Criterion Referenced Tests; *Elementary School Mathematics; *Grade 3; Mastery Tests; Mathematics Education; *Mathematics Instruction; *Mathematics Skills; *Mathematics Tests; Minimum Competencies; Numbers; Primary Education
IDENTIFIERS- *Lancaster School District PA

The Skill Acquisition Measures (SAM) were designed by the Lancaster (Pennsylvania) School District as criterion referenced tests for mathematics. This manual consists of copies of the student test forms for level 3, with additional information for the teacher's use. Each of the test items is presented with the correct answers and the criteria for scoring. In addition, notes are provided if there are special instructions for administering or scoring that particular item. The level 3 skills relate to the following vocabulary terms: (1) ordinal; (2) complete; (3) thousands; (4) hundreds; (5) correct and correctly; (6) symbol; (7) equations; (8) solve; (9) product; (10) fractional; (11) factor; (12) divide; (13) thirds; (14) fourths; (15) multiplication; (16) multiply; (17) measure; (18) centimeter, decimeter, and meter; (19) segment; (20) nearest; (21) volume; (22) sign; (23) amounts; (24) longer; (25) period; (26) month; (27) weight; (28) chart; (29) collection; and (30) value. (TW)

ED 284 784 SO 018 224

Blackburn, V.; Moisan, C.
The In-Service Training of Teachers in the Twelve Member States of the European Community. Education Policy Series.
EURYDICE Central Unit, Brussels (Belgium).
SPONS. AGENCY- Commission des Communautes Europeennes (Luxembourg).
REPORT NO.- ISBN-90-70776-16-2
PUB DATE- 87
NOTE- 67p.; For related documents, see SO 018 225-228.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Beginning Teachers; *Educational Policy; Elementary Secondary Education; Foreign Countries; *Inservice Teacher Education; Teacher Background; *Teacher Characteristics; Teacher Education; Teacher Educators; *Teacher Employment; Teacher Role; *Teaching (Occupation)
IDENTIFIERS- *Europe; *European Community

Improvement in the quality of education is a concern shared by all the Member States of the European Community. The in-service training of teachers is a critical factor in the pursuit of this objective. Increasingly rapid changes in society (economic, technological, social, and cultural) mean that teachers are constantly faced with new syllabuses and the need for new instructional methodologies. However, there is little new blood entering the profession and there are few vacancies for new recruits because of the falling birthrate. Despite the particular characteristics of each country's educational system, there are many similarities in the objectives set for education by Member States and in the difficulties encountered when attempting to implement these objectives. Recommendations are made concerning the organization of in-service training, programs for in-service training, the teacher trainers, types of in-service activity, and links between initial and in-service training. (BZ)

ED 284 800 SO 018 288

Potosky, Alice, Ed.
Testimony to Music.
Music Educators National Conference, Reston, Va.
PUB DATE- 86
NOTE- 136p.; Photographs may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Educational Resources; Elementary Secondary Education; Instructional Materials; Learning Strategies; *Music Appreciation; *Music Education; Musicians
IDENTIFIERS- *Music Educators National Conference
Music has an important place in the lives of many people as shown through this compilation of descriptive statements on music. One hundred and three people responded to a request from music educators to share their thoughts about how music has influenced their lives. Comments of leaders in entertainment, government, and business are contained in the first section. The second section contains famous and provocative quotations from past and present personalities ranging from Plato to cartoonist Charles M. Schultz. Many of the people spoke of the importance of a music education. As Plato said, "I would teach the children music, physics, and philosophy, but the most important is music, for in the pattern of the arts are the key to all learning." (SM)

ED 284 828 SP 028 847

Schlossman, Steven L.; And Others
The Public School in American Dentistry.
Rand Corp., Santa Monica, Calif.
SPONS. AGENCY- Robert Wood Johnson Foundation, New Brunswick, N.J.
REPORT NO.- ISBN-0-8330-0728-9; R-3343-RWJ/RC
PUB DATE- Apr 86
NOTE- 81p.
AVAILABLE FROM- The RAND Corporation, 1700 Main St., P.O. Box 2138, Santa Monica, CA 90406-2138 ($7.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Dental Health; Educational Trends; Elementary Secondary Education; *Health Education; *Public Education; *School Health Services; *School Role

This report presents information regarding the public school's role in United States dentistry. An introductory section provides a brief overview of the status of dentistry in public education. Section II, "The Genesis of School Dentistry in the Progressive Era," discusses new understanding of oral disease, the school health movement and oral disease, and early experimentation in school dentistry. "School Dentistry in the 1920's: Expansion in a Conservative Political Climate" is the topic of the third section, which addresses the expansion of school dentistry during this time period. Section IV discusses "School Dentistry in the Depression Era," covering an incomplete American Dental Association (ADA) survey, the Mountin-Flook Survey, and the Cleveland Child Health Association Study. Section V addresses "School Dentistry and the New Prosperity: 1941-1961," considering dentistry's postwar boom; the 1955 ADA survey; and the Dollar-Sandell Survey of 1959. The final section, entitled "The Great Amnesia: Whatever Happened to School Dentistry?" discusses the lack of dental health services and education in today's public schooling. (CB)

ED 284 843 SP 029 044

Bringing down the Barriers. Making America Work. Productive People, Productive Policies.
National Governors' Association, Washington, DC. Center for Policy Research and Analysis.
PUB DATE- 87
NOTE- 155p.
AVAILABLE FROM- National Governors' Association, Hall of the States, 444 North Capitol St., Suite 250, Washington, DC 20001 ($15.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Community Role; *Dropout Prevention; *Drug Abuse; *Early Parenthood; Elementary Secondary Education; Federal State Relationship; Government Role; *Literacy; Postsecondary Education; Quality of Life; School Role; *State Programs; *Welfare Services

This book presents policy recommendations for ensuring the success of American citizens in the areas of welfare prevention, school dropouts, teenage pregnancy, adult literacy, and alcohol and drug abuse. Welfare prevention strategies involve reduction of welfare dependency and targeting of resources and programs that reduce the need for families to resort to the welfare system. Dropout prevention strategies encompass individual consideration of students' cultural, language, and family backgrounds in instructional development, development of early-warning mechanisms, and school staff trained to work with at-risk students. Key recommendations regarding teen pregnancy encompass dealing with other problems that sometimes lead to early sexual activity and unawareness and unaccountability among young teenagers. Adult literacy recommendations consider the need for program productivity and accountability, improvement of workplace literacy, and parent and child literacy programs. Recommendations aimed at decreasing alcohol and drug abuse include comprehensive programs for all age groups, training of teachers and social workers to spot problems at an early stage, and increasing coverage for treatment. The role of the federal government as a partner with states to develop strategies promoting self-sufficiency are discussed. (CB)

ED 284 858 SP 029 234

Martens, Ranier
Coaches Guide to Sport Psychology. A Publication for the American Coaching Effectiveness Program. Level 2 Sport Science Curriculum.
REPORT NO.- ISBN-0-87322-022-6
PUB DATE- 87
NOTE- 195p.
AVAILABLE FROM- Human Kinetics Publishers, Inc., Box 5076, Champaign, IL 61820 ($16.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Books (010)
DESCRIPTORS- Athletes; *Athletic Coaches; Communication Skills; *Helping Relationship; Leadership Qualities; Motivation; *Psychological Characteristics; Self Esteem; *Sport Psychology; Stress Management

This manual presents information on motivation, communication, stress management, the use of mental imagery, and other topics for enhancing coach-athlete relationships and for stimulating improved sport performances. Part I, "Psychological Perspectives," contains two chapters dealing with the philosophy of coaching and motivation. Part II, "Psychological Skills for Coaches," contains two chapters addressing leadership skills and communication skills. "Psychological Skills for Athletes," the topic of Part III, contains seven chapters covering: psychological skills training, imagery skills, managing psychic energy, stress management, attentional skills, self-confidence and goal-setting skills, and implementing psychological skills training. (CB)

ED 284 874 TM 870 330

Fetterman, David M.
Qualitative Approaches to Evaluating Education.
PUB DATE- Apr 87
NOTE- 38p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987). Document contains light type.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Educational Assessment; *Ethnography; *Evaluation Methods; Literature Reviews; Models; *Naturalistic Observation; Phenomenology; *Qualitative Research; Research Methodology; Scientific Methodology
This paper explores the variety of qualitative methods available, in the context of a larger quantitative-qualitative debate in the field of educational evaluation. Each approach is reviewed in terms of the work of its major proponents. The dominant forms of qualitative evaluation include: (1) ethnography; (2) naturalistic inquiry; (3) generic pragmatic (sociological) inquiry; and (4) connoisseurship/criticism. The last approach differs from the first three in deriving from an artistic conception of the teacher's role in the classroom, as opposed to science-based conceptions stressing the discovery of behavioral laws operating in educational settings. One example of a qualitative study is discussed: a national ethnographic evaluation of a program for dropouts. New developments in methods include phenomenography, the mapping of the qualitatively different ways people experience and think about phenomena, as well as various metaphors for educational research and evaluation derived by analogy with other fields such as law, journalism, and economics. The growth of qualitative approaches is considered as a sign of greater ecumenism of methods and a possible paradigm shift in the qualitative direction. A five-page reference list concludes the document. (LPG)

ED 284 726 SE 048 269

Hughes, Donna J.
Training and Utilizing Volunteers as Docents to Assist in the Nova Cedargrove Children's Museum.
PUB DATE- 86
NOTE- 137p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Community Resources; Elementary Education; Elementary School Science; *Experiential Learning; Inquiry; *Inservice Education; *Museums; School Community Relationship; Science Activities; Science and Society; *Science Curriculum; Science Education; *Science Instruction; Science Teaching Centers; *Volunteer Training
IDENTIFIERS- *Docents
This document reports on a doctoral-level practicum designed to train volunteers as docents to assist in the programs of the NOVA Children's Museum located on the Cedargrove School campus (Covina, California). Docents were found to be essential for more in-depth science learning to take place during hands-on museum experiences which promote the inquiry method of learning. The goals of the project were to: (1) increase the use of volunteers as docents by conducting training sessions in the science skills and concepts represented in the museum; (2) provide the opportunity for kindergarten through fifth grade students from the local school district to manipulate/use a multitude of science materials exhibited in the museum with a pullout program; and (3) increase the amount of knowledge gained in specific areas of scientific exploration by the students in the museum. Results indicated that all of the participants in the docent training sessions regarded the inservice training as valuable, informative, and beneficial in their work in the museum. In addition, 100% of the 290 students involved in the NOVA program attended the regularly scheduled visits/classes, and the students did increase their scientific knowledge. (Author/TW)

ED 284 770 SO 018 112

Chastain, Marsha; Glendenning, Owen
The Museum Connection, Grade Five: Slater Print Shop. Unit IV, Draft #2.
Mount Vernon School District, IN.
PUB DATE- 87
NOTE- 20p.; For related documents, see SO 018 111-113.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Grade 5; Graphic Arts; Instructional Materials; Intermediate Grades; Journalism; Layout (Publications); Local History; Primary Sources; *Printing; *Publications; Research Tools; *Social Environment; *Subcultures

IDENTIFIERS- *Indiana (New Harmony)
This instructional unit designed to develop higher-level cognitive skills in fifth grade students focuses on a mid-nineteenth century newspaper from the Old Stater Print Shop. Purposes include: (1) to compare and contrast a century-old newspaper with a modern-day paper; (2) to begin planning for a newspaper and to organize a newspaper staff; (3) to be introduced to specific printer's terms; (4) to identify printing tool terms; (5) to investigate the costs of printing a newspaper; (6) to be introduced to the physical process of printing; (7) to design a newspaper schematic; (8) to produce a newspaper; (9) to see the production and to be introduced to the different positions necessary for production of a modern-day newspaper; and (10) to create invitations and prepare for a reception for administrators, parents, teachers, students, and state office holders. (BZ)

ED 284 815 SO 018 341

Hernando, Agustin, Ed.
Geographical Education and Society. Papers Presented at Commission on Geographical Education International Geographical Union (Sitges, Spain, August 25-31, 1986).
International Geographical Union.

PUB DATE- 86
NOTE- 166p.; Document contains small type.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Books (010)
DESCRIPTORS- Area Studies; Cartography; Educational Technology; Elementary Secondary Education; Foreign Countries; *Geographic Concepts; Geographic Regions; *Geography Instruction; Gifted; *Maps; *Map Skills; *Social Science Research; Social Sciences

Educational discourse is totally completely imbued with the values that affect the societies to which individuals belong. Those in the field of geographical education must examine those values in order to determine what type of geographical education is best for each society. The following papers contribute to this knowledge: "Presentation" (Hernando); "Geographical Education and Society: The Changing Public perceptions of School Geography in the United States" (Stoltman); "Social Tasks of the Society and the Changes in School Geography Education" (Maksakovsky), "Treatment of the Mediterranean Region in Nigerian Secondary Schools" (Okpala); "The Influence of Culture, Education and Subject Tradition on the Teaching of the Mediterranean in British Schools" (Hall); "Research Perspectives for the Empirical Didactics of Geography" (Schrettenbrunner); "Gifted Children and their Development of Understanding Maps" (Gerber); "The Use of Pictures in the Teaching of Geography" (Wilczynska-Woloszyn); "An Examination of Some of the New Information Technologies and their Use in Canadian Geographic Education" (Green-Milber); "La Promotion des Aides Audio-visuelles a l'education Geographique: Orientations et realisations du Groupe de Travail Francais (C.N.G. Paris)" (Faugeres); "A Study of the Map Drawing Ability of Secondary School Pupils between the Ages 12 and 19" (Stimpson); "Work with Geographic Literature at lessons" (Tatjana); "Optimizing the teaching of Geography by Pictorial Education" (Idziak); "Enhancing Vegetation Appreciation: Class Projects from San Diego State University" (Fredrich); and "Geography for International Understanding - a World Perspective" (Hawbrich). (BZ)

ED 284 888 TM 870 433

Moseley, Paula; Wilde, Jeffrey
Bilingual Program Survey Report, 1985-86. Publication No. 494.
Los Angeles Unified School District, Calif. Research and Evaluation Branch.
PUB DATE- 86
NOTE- 154p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Bilingual Education Programs; Bilingual Students; Bilingual Teachers; Elementary Secondary Education; *English (Second Language); Enrollment Trends; Individualized Education Programs; Language Proficiency; *Limited English Speaking; Participant Characteristics; *Program Implementation; Questionnaires; School Surveys; Second Language Instruction; Special Education; *Student Characteristics
IDENTIFIERS- Basic Inventory of Natural Language; *Bilingual Program Surveys; Home Language Survey; *Los Angeles Unified School District CA

This report describes the administrators, teachers, and students involved in the Los Angeles (California) Unified School District's programs for students whose primary language is not English. The students were in elementary, secondary, and special education programs. Survey results are summarized at the beginning of the paper, followed by a more in-depth description of the survey, and four appendices which make up about three-quarters of the document. The appendices describe the procedures used to identify and assess the limited English Proficient students; present the tables of data collected in the survey; present the instruments used to collect the data and assess English proficiency; and describe the instruments--the Home Language Survey, the Basic Inventory of Natural Language, and the Bilingual Program Surveys. Conclusions indicated that although the number of limited English speaking students increased from 1982-83 to 1985-86, most categories of school staff did not increase at the same rate. (JGL)

ED 284 903 TM 870 456

Zimowski, Michele F.; Wothke, Werner
Purification of Spatial Tests: An IRT Analysis of Spatial and Reasoning Components in "Spatial" Tests.
PUB DATE- 22 Apr 87
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; *Aptitude Tests; *Content Validity; Factor Analysis; Intelligence Tests; *Item Analysis; Latent Trait Theory; Logical Thinking; Postsecondary Education; Problem Solving; Sex Differences; *Spatial Ability; Testing Programs; Test Interpretation; Test Items; Verbal Tests; Visualization; *Visual Measures
IDENTIFIERS- BILOG Computer Program; *Johnson O Connor Aptitude Tests; *Mental Rotation Tests; Raven Progressive Matrices
Tests of spatial ability were analyzed for their analog (visuospatial) and nonanalog (verbal reasoning) components, using factor analyses of items and test scores. The self-selected sample consisted of over 2000 clients (average age about 26 or 27) employing the Johnson O'Connor Research Foundation's aptitude evaluation services in 12 metropolitan laboratories across the nation. Spatial tests administered were: (1) Incomplete Open Cubes; (2) Guilford-Zimmerman Spatial Visualization; (3) Wiggly Block; and (4) Paper Folding. Raven's Advanced Progressive Matrices was included as a measure of Spearman's general intelligence factor (G), and two tests of verbal reasoning ability (analytical and inductive) were given as a reference for nonanalog abilities. TESTFACT results distinguished item features that resisted nonanalog solution strategies (high loadings on first factor) from item features that promoted nonanalog strategies (high loadings on second factor). The sex difference favoring males depended on the analog component, and was largest for the Guilford-Zimmerman test, which requires the most "spatial" processing. The factor structure for test scores was less clear, partly because of ceiling effects. Two nonanalog factors were found, and it was noted that many tests currently used to evaluate spatial abilities depend largely on verbal reasoning components. (LPG)

ED 284 931 UD 025 671

Mason-Dorman, Cheryl
Superintendent's Management Information Center, School District of Philadelphia, 1985-1986. Report No. 8626.
Philadelphia School District, PA. Office of Planning, Research and Evaluation.
PUB DATE- 86
NOTE- 648p.
LANGUAGE- English
EDRS Price - MF03/PC26 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; Attendance; Elementary Secondary Education; Enrollment; Racial Composition; *School Demography; *School District Size; School Personnel; *Schools; Students; Teachers
IDENTIFIERS- *Philadelphia School District PA
This document, which consists entirely of statistical tables, was prepared to provide some of the more important current information about the Philadelphia Public School System to the Board of Education, the Superintendent's office, school principals, and others. Information pertaining to each school in the district is provided. The book is divided into three main sections: (1) Overall Summary Section (tables displaying city and district staff and pupil data by level); (2) District School Summaries (displaying individual school data by district); and (3) Detached Early Childhood Centers (presenting data on the early childhood centers that are not administrated by a school principal). Factors selected for inclusion in this resource book are those considered to be the most indicative of the total school environment and of greatest concern to the educational community and to the community at large. They include: (1) pupil enrollment, broken down by race, grade retention, suspensions, participation in English as a second language programs, attendance, and withdrawals; (2) staff data, broken down by race and sex; (3) achievement data; and (4) graduate data. Appendices include a school district map of sub-district boundaries, data source information, a glossary of terms and computations, and an alphabetical index of schools covered. (KH)

ED 284 741 SE 048 286

Mei, Dolores M.; And Others
Funded High School Math Skills Program 1985-86. End-of-Year Report. OEA Evaluation Report.
New York City Board of Education, Brooklyn, N.Y.
PUB DATE- Jun 87
NOTE- 19p.
AVAILABLE FROM- New York City Board of Education, Office of Educational Assessment, 110 Livingston St., Brooklyn, NY 11201.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143)
DESCRIPTORS- Basic Skills; Computer Uses in Education; *Evaluation Criteria; *Mathematics Achievement; Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; *Mathematics Skills; Mathematics Tests; Programing; Programing Languages; Remedial Instruction; *Remedial Programs; Secondary Education; *Secondary School Mathematics
IDENTIFIERS- *New York City Board of Education
The Math Skills Program of the New York City Public Schools is designed to provide remediation in mathematics for students who have mathematics scores that are two or more years below grade level, or who have failed the Mathematics Regents Competency Test. During the 1985-86 school year, 58,192 students from 113 high schools participated in the program. This document describes the program and provides an assessment of the progress of its participants. It contains information on: (1) the program's background and objectives; (2) the evaluation procedures used and the scope of this evaluation report; (3) student eligibility and testing; (4) student programming; (5) staffing and training; (6) the use of the BASIC computer language in a pilot project; and (7) the results of the program (for both full-time and half-year students). Conclusions reported in the document state that the program was successful during the 1985-86 school year in meeting its central skills development objectives for both full- and half-year students. (TW)

ED 284 756 SE 048 301

Skill Acquisition Measures (SAM). Elementary Mathematics Level IV. Teacher's Manual.
Lancaster City School District, Pa.
PUB DATE- 86
NOTE- 152p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Achievement Tests; Arithmetic; *Criterion Referenced Tests; *Elementary School Mathematics; Geometry; *Grade 4; Intermediate Grades; Mastery Tests; Mathematics Education; *Mathematics Instruction; *Mathematics Skills; *Mathematics Tests; Measurement; Minimum Competencies
IDENTIFIERS- *Lancaster School District PA

The Skill Acquisition Measures (SAM) were designed by the Lancaster (Pennsylvania) School District as criterion referenced tests for mathematics. This manual consists of copies of the student test forms for level 4, with additional information for the teacher's use. Each of the test items is presented with the correct answers and the criteria for scoring. In addition, notes are provided if there are special instructions for administering or scoring that particular item. The level 4 skills relate to the following vocabulary terms: (1) ten--thousands; (2) hundred--thousands; (3) millions; (4) denominator; (5) numerator; (6) divisor; (7) dividend; (8) quotient; (9) remainder; (10) equivalent; (11) millimeter; (12) kilometer; (13) perimeter; (14) millileter; (15) milligram; (16) capacity; (17) mass; (18) decade; (19) century; (20) area; (21) volume; (22) cylinder; (23) cone; (24) cube; (25) sphere; and (26) pyramid. (TW)

ED 284 801 SO 018 294

Callaway, Rolland
Social Studies: A Plan for Middle Schools.
PUB DATE- 84
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Concept Formation; *Curriculum Development; Generalization; Interdisciplinary Approach; Intermediate Grades; Junior High Schools; *Middle Schools; *Social Studies
During the 1960s and early 1970s two educational movements were the evolution of the middle school and the structures of disciplines approach to social studies. These movements involved school organization, curriculum development, and methodologies incorporating the inquiry or conceptual approach. Learners had trouble with the conceptual approach, and there were problems in the implementation of interdisciplinary team teaching concepts, another trend of the era. Merging the concepts and generalizations developed from specific social studies disciplines produced "A Conceptual Framework for the Social Studies," the Wisconsin State Department of Public Instruction social studies guide. It suggested broad topics of study for grades five through eight along with the study of generalizations and concepts. This approach required matching appropriate content and instructional styles with the cognitive ability and personal needs of early adolescents. (JHP)

ED 284 844 SP 029 063

McCloskey, Gary N.; And Others
A Profession at Risk: Legislated Learning as a Disincentive to Teaching.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 87
NOTE- 63p.
CONTRACT- ERI-P-86-3088
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Legislation; *Educational Policy; Locus of Control; Professional Autonomy; *Teacher Attitudes; *Teacher Motivation; Teacher Persistence
IDENTIFIERS- *Florida; *Legislated Learning
As various branches of local, state, and national government have attempted to improve educational performance, the policies imposed on schools have removed much control of teaching and the classroom from teachers. This study reports on an unintended outcome of this "legislated learning," that is, the creation of situations that are disincentives for teachers for remaining in the profession. Florida, because of its extensive program of legislated learning, is used as a case study in this investigation. Data included the record of legislation on education in Florida, interviews, and survey data on teacher perceptions from the project, "Teacher Work, Incentives and Rewards: A Twenty Year Perspective." The following disincentives to remaining in teaching were found: (1) lack of recognition of teachers' understanding of schools and the educational process in the development of reform; (2) constant and inconsistent changes in the teaching program; (3) evaluation and incentive programs whose techniques imply teacher incompetency; (4) added burdens in an already difficult work situation; (5) formulas and models that needlessly regulate and control teaching; (6) a system that rejects people in favor of products; (7) lack of recognition of the experience teachers have accumulated; and (8) treating all atudents the same. Policy recommendations are made to help eliminate these disincentives. (Author/MT)

ED 284 859 SP 029 235

Schroeder, Timothy D.
The Effect of Gender on Entry Level Leisure Employee Selection.
SPONS. AGENCY- Northern Arizona Univ., Flagstaff. Center for Excellence in Education.; Oklahoma Univ., Norman. Research Council.
PUB DATE- 15 Apr 87
NOTE- 9p.; Paper presented at the National Convention of the American Alliance for Health, Physical Education, Recreation and Dance (Las Vegas, NV, April 13-17, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; *Parks; *Personnel Selection; *Recreation; *Sex Differences; Sex Discrimination
Several studies in the recreation, parks, and leisure literature have indicated that discrimination because of gender has affected the placement and advancement of women. Examination of the effect of gender on the selection of candidates for entry level positions in the recreation, parks, and leisure fields involved the evaluation of resumes of six fictitious candidates by park and recreation administrators. Three entry level positions were examined, community center director, sports and athletics coordinator, and arts and crafts supervisor. The gender of one of the candidates for each position was changed by modifying the names between two experimental groups of administrators. Results revealed no significant differences between gender on rating of candidates for the positions, supporting the conclusion that gender discrimination is not an overall significant factor in entry level selection. (CB)

ED 284 917 UD 025 632

A Self-Assessment Process To Achieve an Effective Senior High School.
Los Angeles Unified School District, CA. Office of Secondary Instruction.
PUB DATE- Mar 84
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Educational Assessment; Educational Environment; *Educational Quality; *Evaluation Methods; *High Schools; Organizational Climate; Organizational Effectiveness; *Principals; *School Effectiveness; *Self Evaluation (Groups)
IDENTIFIERS- *Excellence in Education; Los Angeles Unified School District CA

This self-assessment guide pinpoints critical elements which a Los Angeles, California, senior high school principal must consider when evaluating how well his or her school is achieving a productive and positive educational environment. The guide is organized into the following parts: (1) a list of the elements critical to an effective senior high school; (2) a list of indicators of excellence, which determine the degree of implementation of the above elements; and (3) the self-assessment instrument which can be used to review the school's progress. A fourth component, the individual school profile, must be added to the other three to achieve a full school assessment. The critical elements considered in the evaluation are the following: (1) direction and purpose; (2) classroom instructional emphasis; (3) dedicated and qualified staff; (4) skilled leadership; (5) counseling emphasis; (6) communication and involvement; (7) student advocacy, involvement, and awareness; (8) positive and safe school climate; (9) parent and community involvement; and (10) regular evaluation of all aspects of the school. (PS)

ED 284 945 UD 025 719

Dewart, Janet, Ed.
The State of Black America 1987.
National Urban League, Inc., New York, N.Y.
REPORT NO.- ISBN-0-914758-07-1

PUB DATE- Jan 87
NOTE- 258p.; For related document, see ED 265 232.
AVAILABLE FROM- National Urban League, 500 East 62nd St., New York, NY 10021 ($18.00).
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Books (010) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Black Family; *Blacks; *Civil Rights; Drug Abuse; *Economic Opportunities; Educational Opportunities; Elementary Secondary Education; Government Role; *Health; *Political Issues; Racial Relations; School Desegregation; Socioeconomic Status; Unemployment; Welfare Services

This book consists of 12 papers on current issues affecting black Americans. Titles (and authors) are the following: (1) "Black America 1986: An Overview" (John E. Jacob); (2) "The Law and Black Americans: Retreat from Civil Rights" (Julius L. Chambers); (3) "Taking Charge: An Approach to Making the Educational Problems of Blacks Comprehensible and Manageable" (Sharon P. Robinson); (4) "The Future of School Desegregation" (Charles V. Willie); (5) "Economic Status of Blacks 1986" (David Swinton); (6) "Blacks, Budgets, and Taxes: Assessing the Impact of Budget Deficit Reduction and Tax Reform on Blacks" (Lenneal J. Henderson); (7) "Black Families in a Changing Society" (Andrew Billingsley); (8) "Social Welfare Reform" (Barbara Bryant Solomon); (9) "The Black Underclass in Perspective" (Douglas Glasgow); (10) "Drug Use: Special Implications for Black America" (Beny J. Primm); (11) "AIDS: A Special Report" (Beny J. Primm); (12) "Blacks in State and Local Government: Progress and Constraints" (Georgia A. Persons). A concluding section offers ten Urban League recommendations for reform of programs and activities addressing the following: racism, civil rights, affirmative action, full employment, social welfare reform, education, health, housing, legislation and advocacy, and the responsibility of black America. Notes on authors are included, as well as a chronology of 1986 events of particular interest to blacks, and an appended article, "A Profile of the Black Unemployed" by Billy J. Tidwell. Extensive footnotes complete the document. (KH)

ED 284 771 SO 018 113

Chastain, Marsha; Glendenning, Owen
The Museum Connection, Grade Six: Early Harmonist Life and Construction Techniques. Unit V, Draft #2.
Mount Vernon School District, IN.
PUB DATE- 87
NOTE- 30p.; For related documents, see SO 018 111-112.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Construction (Process); Cross Cultural Studies; *Family Life; Grade 6; Homemaking Skills; Housing; Ideology; Instructional Materials; Intermediate Grades; Local History; *Philosophy; Primary Sources; Reference Groups; Resource Materials; Social Environment; *Social History; *Socialization; *Subcultures
IDENTIFIERS- *Indiana (New Harmony)
This third project of "The Museum Connection" is designed for sixth grade students and is devoted to New Harmony, Indiana's first utopian community (1814-24). Eight lesson plans include information on materials needed and activities. Goals include: (1) to compare and contrast modern-day New Harmony to Harmonie, Indiana in 1816; (2) to utilize brainstorming techniques in formulating a definition for "utopia;" (3) to create a utopia using the "Design a Utopia" game; (4) to summarize the Rappite Society in early Harmonie; (5) to be introduced to interpreting historical documents; (6) to hypothesize what life was like for a Rappite by interpreting the Pickering Map of Harmonie; (7) to determine how the town layout and buildings reflected the Harmonists' needs and beliefs; (8) to be introduced to modern day construction techniques; (9) to design a scale drawing of a home; (10) to view Harmonist dwellings; (11) to compare and contrast Harmonist food preparation to modern day cooking methods; and (12) to create a slide show. (BZ)

ED 284 785 SO 018 225

Report on Social Developments: Education, Year 1985.
EURYDICE Central Unit, Brussels (Belgium).
SPONS. AGENCY- Commission des Communautes Europeennes (Luxembourg).
PUB DATE- Apr 86
NOTE- 40p.; Addendum to the Nineteenth General Report on the Activities of the Communities in accordance with Article 122 of the European Economic Community Treaty. For related documents, see SO 018 224-228.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Curriculum Research; Educational Finance; *Educational Policy; *Educational Practices; *Educational Trends; Elementary Secondary Education; Foreign Countries; Higher Education; School Demography; Special Education; Students
IDENTIFIERS- *Europe; *European Community

The common challenge facing the education systems of the European Community Member States throughout 1985 was the need to develop and maintain a highly competent, flexible workforce which could improve the Community's competitive position during a period characterized by rapid technological advances. Within the Member States there are great differences in the experiences and expectations among young people. Generally, girls and young women face greater problems than boys and young men in successfully bridging the transition from school to working life. Three main tendencies have been noted in the Member States: the introduction of mechanisms to link general education with the world of employment leading to a blurring of the perceived differences between the educational systems and the structures for vocational training; an associated acceleration of the invasion of the school and home by new information technologies; and the prolongation of voluntary staying on at school and college beyond minimum school leaving ages accompanied by more education and training provisions. Sections on the development of the socio-educational situation in the various member countries, and educational statistics are included. (BZ)

ED 284 829 SP 028 876

Jones, Noel K.; Cooper, Mary Gendernalik
Teacher Effectiveness and Education: A Case of Incompatibility? North Carolina's Effective Teaching Training Program: Implications for Social Studies. Implications for Language Curricula.
PUB DATE- Apr 87
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Critical Thinking; Educational Research; *Language Arts; Professional Autonomy; *Social Studies; *Teacher Effectiveness; *Teaching Methods; Theory Practice Relationship
IDENTIFIERS- *Direct Instruction; *Effective Teacher Training Program NC

The Effective Teacher Training Program in North Carolina is based upon correlational studies primarily limited to the areas of reading, math and language knowledge and to learning outcomes that consist of basic skills, factual knowledge, and concept name identification. Despite warnings against overgeneralization within the studies themselves, the direct instruction model, which receives support from this research, is being applied to instruction in all areas of the curriculum and to all levels of learning. This instructional model conflicts with the way learning is understood in social studies and with evidence indicating that direct instruction inhibits the development of critical thinking and inquiry--aims highly valued by social studies educators. This paper challenges the assumption that effective teaching practices are neutral concerning curriculum choices and argues that a behaviorist logical-positivist model of curriculum is being imposed on all teachers even though there is strong evidence that this model is inconsistent with conditions that foster the development of language competence and literacy. It is concluded that, both in social studies and in language arts, teachers must be allowed to make professional informed decisions about learning activities so that they can select appropriate conditions for types and levels of learning. (Author/MT)

ED 284 875 TM 870 348

Forster, Fred; Karr, Chad
The Accuracy of the Fixed Parameter Method of Item Bank Calibration.
PUB DATE- 87
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Criterion Referenced Tests; *Item Analysis; *Item Banks; Junior High Schools; Language Tests; Latent Trait Theory; Mathematical Models; Mathematics Tests; Reading Tests; *Sample Size; Standardized Tests; Test Construction; Test Items; *Test Validity
IDENTIFIERS- *Calibration; *Fixed Parameter Approach; Rasch Model; Tests of Individual Performance
This study investigates two fixed parameter models for calibrating test items for an item bank under local school district control. Mathematics, reading, and language tests administered to students (Grades 7-9) provided the criterion information. Model I used calibrations from the Northwest Evaluation Association Item Bank to calibrate new items on the criterion-referenced test. Six random samples of 150, 200, 250, and 300 students were drawn for the condition of "fixing" 10, 20, or 30 items of a 40-item test. There was no discernible effect of fixing increasing numbers of test items. Model II used student scores from the Rasch scaled Tests of Individual Performance (TIP) for its item calibrations. Calibration accuracy was compared for samples of 100, 150, or 200 students drawn without replacement. A sample size of 200 was recommended for accurate item calibration. Model II applied well, even when the calibrating test and the test to be calibrated were given at different times of the year, with appropriate adjustment for average achievement differences in the time interval. Model II is recommended as an improved item analysis technique because: (1) it uses a mathematically independent criterion; and (2) it can be related to any Rasch scale. (LPG)

ED 284 932 UD 025 672

Oseguera, A. Anthony
The Theory, Research, and Practice of Communication in Spain.
PUB DATE- 7 Nov 85
NOTE- 31p.; Paper presented at the Annual Meeting of the Speech Communication Association (Denver, CO, November 7-10, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication (Thought Transfer); Communication Research; *Cultural Traits; Foreign Countries; International Relations; Literature; Mass Media; *Spanish Culture; *Spanish Literature; Verbal Communication
IDENTIFIERS- *Spain
This paper discusses the theory, research, and practice of communication in Spain, from the perspective of language, political economy, and culture. The peoples of the Iberian Peninsula and surrounding islands communicate in a rich variety of languages. In the electronic age, communication has shifted away from the print media to the spoken media, but the importance of the printed word is reflected in the current popularity of literature on cassettes. Literature is also an excellent method by which people can learn to appreciate cross-cultural similarities and differences. As Spain's role in the modern political-economic world becomes more established, its literature must represent a more accurate and un-stereotyped image of the heterogeneity of its people and culutre. The policial economy of a nation and international economic competition modify the communication of a people or peoples. Foreign visitors to Spain readily see that the Spanish people are hospitable, generous, and eager to communicate with and aid foreigners. Today, the Spaniards desire to be seen as a full partner in the European community, and they desire to attain a better, democratic way of life for themselves and future generations. However, some Spanish political interests, such as the desire to regain possession of Gibraltar and concern over the political fate of Morocco, place Spain at odds with England and the United States, which are otherwise allies. Americans should not take Spanish hospitality, on a personal or national level, for granted. (KH)

ED 284 727 SE 048 270

Treatment of Wastewater from Electroplating, Metal Finishing and Printed Circuit Board Manufacturing. Operation of Wastewater Treatment Plants Volume 4.
California State Univ., Sacramento. Dept. of Civil Engineering.
PUB DATE- 86
NOTE- 149p.; Portions printed on colored paper. Photographs may not reproduce clearly.
AVAILABLE FROM- Kenneth D. Kerri, Office of Water Programs, CSU, Sacramento, 6000 J Street, Sacramento, CA 95819-2694.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Environmental Education; Environmental Standards; Glossaries; Hazardous Materials; *Home Study; Independent Study; Manufacturing Industry; Occupational Safety and Health; *Technical Education; Training Methods; *Utilities; *Waste Water; Water Quality; Water Resources; *Water Treatment
IDENTIFIERS- California; *Waste Water Treatment Plant Personnel

One of four manuals dealing with the operation of wastewater plants, this document was designed to address the treatment of wastewater from electroplating, metal finishing, and printed circuit board manufacturing. It emphasizes how to operate and maintain facilities which neutralize acidic and basic waters; treat waters containing metals; destroy cyanide; and treat complex metal wastes. The manual contains information on: (1) need to treat metal wastestreams; (2) identification of the sources of metal wastestreams; (3) how to safely store and handle chemicals from a Material Safety Data Sheet (MSDS); (4) what employers must provide for operators regarding the handling of and exposure to hazardous materials in the workplace (employee right-to-know legislation); (5) how to operate and maintain neutralization, metal precipitation, cyanide destruction, and complex metal treatment facilities; (6) how to collect, treat, and dispose of sludges generated by these treatment processes; and (7) how to troubleshoot treatment facilities described in the manual. The document was designed as a home-study or self-paced instructional course. Included are a final examination, a glossary of terms, and tips on solving arithmetic problems relating to this topic. Numerous diagrams and black and white photographs supplement the text. (TW)

ED 284 742 SE 048 287

McConeghy, Janet I.
Mathematics Attitudes and Achievement: Gender Differences in a Multivariate Context.

PUB DATE- 24 Apr 87
NOTE- 80p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143)
DESCRIPTORS- Age Differences; *Attitude Measures; *Mathematics Achievement; Mathematics Anxiety; Mathematics Education; Mathematics Instruction; *National Norms; Parent Background; Racial Balance; Secondary Education; *Secondary School Mathematics; *Sex Differences; *Student Attitudes
IDENTIFIERS- Mathematics Education Research; *National Assessment of Educational Progress

As the technological revolution continues, there is an increased emphasis on mathematics and science. Many people feel that there are significant gender differences in both attitudes toward, and achievement in, these subjects. This study examined some of the attitudes toward mathematics and achievement in mathematics as measured by the 1977-78 and 1981-82 National Assessment of Educational Progress (NAEP) Mathematical Assessments. It explored the relationships between them, and between other types of influences, including those of community, school, and home, as well as gender, age and year. Attitudes toward mathematics were measured using a group of 14 statements which were used to construct three specific attitude scales and an overall Math Attitude Index. Achievement was measured using the NAEP percentile scores. Various analyses indicated that parents' education and race of student had the strongest influence and gender the least influence on achievement of the six significant independent variables identified. It is suggested that schools need to develop methods to encourage and help students who have been identified as being members of some of the subpopulations that have negative attitudes and lower achievement scores. (TW)

ED 284 802 SO 018 297

Eshiwani, G. S.
The Education of Women in Kenya, 1975-1984.
Kenyatta Univ. College, Nairobi (Kenya). Bureau of Educational Research.
PUB DATE- Mar 85
NOTE- 86p.; This study was supported by a grant from the Kenya National Co-ordinating Committee for the U.N. Decade for Women Conference, 1985.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; *Area Studies; Attendance; *Cultural Context; Developing Nations; *Educational Change; *Educational Development; Educationally Disadvantaged; Elementary Secondary Education; Equal Education; *Females; Foreign Countries; Literacy; Rural Areas; Social Science Research
IDENTIFIERS- *Kenya

The extent to which the educational system reaches women in Kenya will in some measure dictate the pace of national development. Data indicate that significant progress was made in the area of education for Kenyan women during the 1975-1984 decade. This was particularly so at the primary school level where near-parity was achieved in the enrollments between boys and girls, and, to a lesser extent, in the adult literacy role for women. There are, however, regional disparities and significant differences in attrition rates and in achievement. At the secondary school level, modest progress has been made in the number of girls attending school. Three disturbing observations at this level are the high rate of drop-outs among females due to pregnancy, the limited number of secondary schools for girls, and non-participation of girls in science and technical education. On the positive side, improvement in the number of girls attending secondary school can be attributed to changed parental attitudes regarding the value of education for women that has taken place during the last decade. Eight recommendations for educational development conclude this document. (BZ)

ED 284 860 SP 029 236

Shaver, Judy C.; And Others
The Impact of Student Retention Studies on Teacher Education Programs.
PUB DATE- 87
NOTE- 9p.; Paper presented at the Association of Teacher Educators Summer Workshop (Buffalo, NY, August 2-5, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Dropout Prevention; *Educational Needs; Elementary Secondary Education; Higher Education; Preservice Teacher Education; *Research Utilization; *School Holding Power; *Teacher Education Programs; Teacher Recruitment; Teaching Skills

IDENTIFIERS- Louisiana
Teacher education programs can benefit from research on student retention. By focusing on intervention for the very youngest student, failure at early levels may be reduced. Teachers must be taught to meet the needs of these students and to work more effectively with high-risk students who are potential drop-outs. Teachers can help at-risk students by reducing the potential of failure in the classroom, providing these students with communication skills, an essential element to school success. To be able to help these students, the most highly qualified people must be attracted and recruited into teaching. Admission criteria for teacher education programs must become more strict. Teacher salaries should be increased. (CB)

ED 284 889 TM 870 436

Assessing the Outcomes of Higher Education. Proceedings of the ETS Invitational Conference (47th, New York, New York, October 25, 1986).
Educational Testing Service, Princeton, N.J.
REPORT NO.- ISBN-0-88685-062-2
PUB DATE- 87
NOTE- 114p.; For individual papers see TM 870 437-444 and ED 281 400.
AVAILABLE FROM- Invitational Conference Proceedings, Educational Testing Service, Princeton, NJ 08541-0001.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Academic Standards; Accountability; Accreditation (Institutions); College Students; *Educational Assessment; *Educational Objectives; Educational Policy; *Educational Testing; Government Role; *Higher Education; *Institutional Evaluation; *Measurement Objectives; *Outcomes of Education; Testing Problems; Testing Programs; Test Use; Test Validity
IDENTIFIERS- Kuder (Frederic); Value Added

Nine papers were presented at the 1986 Educational Testing Service Invitational Conference on outcomes assessment in higher education. The Award for Distinguished Service to Measurement was awarded to Frederic Kuder for development of the Kuder-Richardson 20 and KR-21 formulas for test reliability, the Kuder Preference Record, and the Kuder Occupational Interest Survey. The papers included a discussion of the goals and realities of American higher education (W. Ann Reynolds); the college's perspective of assessment (John W. Chandler); the state's perspective (Eleanor M. McMahon); and the accrediting association's perspective (Thurston E. Manning). Discussions also focused on critical validity issues in college assessment (Eva L. Baker); the case for unobtrusive measures (Patrick T. Terenzini); use of assessment to improve instruction (K. Patricia Cross); and value-added student assessment (Ernest T. Pascarella). In addition, Russell Edgerton presented a critical history of assessment in the form of a play. (GDC)

ED 284 904 TM 870 457

Solomon, Alan
Norm-Referenced Standardized Mathematics Achievement Tests at the Secondary School Level and Their Relationship to the National Assessment of Educational Progress Content Objectives and Subobjectives.
PUB DATE- Apr 87
NOTE- 50p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Content Validity; *Educational Objectives; High Schools; *Mathematical Concepts; Mathematics Achievement; *Mathematics Skills; *Mathematics Tests; *Norm Referenced Tests; Standardized Tests; Test Construction; *Test Items; Test Validity
IDENTIFIERS- California Achievement Tests; Comprehensive Tests of Basic Skills; Metropolitan Achievement Tests; *National Assessment of Educational Progress; SRA Survey of Basic Skills; Stanford Achievement Tests

A panel of expert referees from the Philadelphia school district categorized items from secondary-level standardized mathematics tests according to National Assessment of Educational Progress (NAEP) subobjectives for mathematics. The following tests were covered by the study: (1) California Achievement Tests (Levels 19 and 20); (2) Comprehensive Tests of Basic Skills (Levels J and K); (3) Metropolitan Achievement Tests (Advanced 1 and 2); (4) SRA Survey of Basic Skills (Levels 36 and 37); and (5) Stanford Achievement Tests (Advanced, Task 1, and Task 2). Of these 11 tests, 7 appropriate tests were considered for each grade grouping (9, 10, 11, 12). Chi-square one-sample tests showed that these tests did not differ significantly in terms of the number of NAEP objectives or subobjectives addressed on a grade by grade basis. However, the proportion of NAEP objectives covered by the tests showed that the NAEP system is not being followed by publishers of standardized norm-referenced mathematics tests in the secondary school grades. All tests together addressed 82% of NAEP objectives and 48% of subobjectives, but no individual test covered more than 65% of NAEP objectives or 20% of subobjectives. All objectives and subobjectives addressed by these tests are reported in tables. (LPG)

ED 284 757 SE 048 302

Skill Acquisition Measures (SAM). Elementary Mathematics Level V. Teacher's Manual.
Lancaster City School District, Pa.

PUB DATE- 86
NOTE- 90p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Achievement Tests; Arithmetic; *Criterion Referenced Tests; *Elementary School Mathematics; Geometry; *Grade 5; Intermediate Grades; Mastery Tests; Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; *Mathematics Skills; *Mathematics Tests; Measurement; Minimum Competencies
IDENTIFIERS- *Lancaster School District PA

The Skill Acquisition Measures (SAM) were designed by the Lancaster (Pennsylvania) School District as criterion referenced tests for mathematics. This manual consists of copies of the student test forms for level 5, with additional information for the teacher's use. Each of the test items is presented with the correct answers and the criteria for scoring. In addition, notes are provided if there are special instructions for administering or scoring that particular item. The level 5 skills relate to the following vocabulary terms: (1) billions; (2) prime numbers; (3) average; (4) denominator; (5) numerator; (6) proper fraction; (7) equivalent; (8) improper fraction; (9) mixed numerals; (10) greatest common factor; (11) least common multiple; (12) metric prefixes; (13) area; and (14) volume. (TW)

ED 284 786 SO 018 226

The Teaching of Languages in the European Community.
EURYDICE Central Unit, Brussels (Belgium).
REPORT NO.- ISBN-2-87116-014-7
PUB DATE- 84
NOTE- 123p.; For related documents, see SO 018 224-228. Document contains small, light type.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; Exchange Programs; Foreign Countries; Higher Education; *Language Teachers; Second Language Instruction; *Second Language Programs; Second Languages; State Schools; *Teacher Education; Teacher Qualifications
IDENTIFIERS- *Europe; *European Community

Knowledge of foreign languages is one of the factors facilitating cultural, economic, technical, and scientific cooperation among the Member States of the European Community. For this reason it is important that there be an awareness of the situation about the teaching and learning of modern languages in schools of the Member States. The information from the Member States indicates that although there is little or no provision for foreign language teaching in primary education, most students in all the Member States have the opportunity to learn at least one foreign language beginning with the first year of secondary education. In almost all cases a first foreign language is compulsory. Apart from Belgium and Luxembourg, the most widespread first language is English, followed in a few instances by French or German. In the case of the English-speaking Member States the first foreign language is usually French; with the exception of a very few schools, where the first foreign language is German or Spanish. Provided for each member state is information about the description of education provided; the legal provisions; the language in order of availability/preference; the students (hours per week and period of study); the qualifications of teachers; the organized bodies for teacher/student exchanges; and the monitoring of teachers. (BZ)

ED 284 816 SO 018 350

Lane, Mary Jane, Comp.
Bibliographies of Louisiana State University Theses Pertaining to Louisiana 1955-1980.
Louisiana Library Association, Baton Rouge.

PUB DATE- 86
NOTE- 160p.
AVAILABLE FROM- Louisiana Library Association, P.O. Box 131, Baton Rouge, Louisiana 70821 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Agriculture; Agronomy; Annotated Bibliographies; *Area Studies; *Doctoral Dissertations; Entomology; Fisheries; Forestry; Geology; Higher Education; Journalism; Landscaping; Local History; Research Tools; Social Work; Sociology; *State Government; *State History; *Theses; Wildlife Management; Zoology
IDENTIFIERS- *Louisiana; *Louisiana State University

Louisiana State University has long been a research center for the study of the state of Louisiana. Originally prepared as two separate bibliographies, 1955-1969 and 1970-1980, this document includes both bibliographies and a subject index. Each entry includes the author's name, title of the thesis, date of the thesis, and the major subject area. Theses written on the subject of social work may have joint authors. In this case, each author is entered separately. (BZ)

ED 284 845 SP 029 080

Logsdon, Bette J.; And Others
Physical Education Teaching Units for Program Development, Grades 4-6.
REPORT NO.- ISBN-0-8121-1035-8
PUB DATE- 86
NOTE- 310p.; For the K-3 teaching guide see, ED 283 824.
AVAILABLE FROM- Lea & Febiger, 600 Washington Square, Philadelphia, PA 19106-4198 ($28.50).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Curriculum Development; Dance Education; Educational Games; Gymnastics; Intermediate Grades; *Learning Activities; Lesson Plans; *Physical Education; Psychomotor Skills; Teaching Guides; *Units of Study
This manual presents fourth through sixth grade physical education instructional units and descriptions of learning activities for dance, educational games, and gymnastics for grades 4 to 6. The first section of the manual presents information on incorporating the concept of progression in planning curricula for students. Suggestions are given for dividing a unit into lessons and lesson planning. The second section presents the instructional units, divided by grade level and subject. Each unit provides information on unit focus, length of unit, motor content, student objectives, equipment needed, and learning experiences. (CB)

ED 284 918 UD 025 638

Kushmuk, James
Effective Chapter I Practices in the Portland Public Schools.

Portland Public Schools, OR. Dept. of Research, Evaluation, and Testing.
PUB DATE- Jan 86
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Achievement Gains; Classroom Techniques; *Compensatory Education; Economically Disadvantaged; *Educational Change; Elementary Secondary Education; *Institutional Characteristics; *Low Achievement; *School Effectiveness; Teaching Methods; Urban Education
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1; *Portland School District OR

The effective schools movement has yet to develop theories and models to explain how variables interact to produce gains in achievement and general school improvement. This report presents preliminary findings on how improvements were achieved in 10 Chapter 1 schools in Portland, Oregon. Classroom observations were conducted during reading and math lessons in these elementary and secondary schools, and teachers and principals were interviewed. These research techniques yielded insights into the following four areas: (1) classroom management; (2) direct instruction; (3) instructional planning and coordination; and (4) school climate and organization. Though in the effective schools the staff operated from mutually agreed upon expectations and goals, there was some organizational slack. This allowed teachers a sufficient amount of flexibility within known boundaries. Linkages between the schools and the students' homes brought about a greater awareness of how these two settings affect each other. Final analysis demonstrated that schools must strike a balance between structure and spontaneity, between rules and innovation. Efforts to change must be made over a period of years by first turning around behavior problems and then addressing low academic achievement. The report includes figures showing the research approach, achievement gains, characteristics of the schools, and a model for effective schools. (VM)

ED 284 946 UD 025 778

Blank, Rolf K., Ed.; Messier, Paul R., Ed.
Planning and Developing Magnet Schools: Experiences and Observations.

Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 87
NOTE- 217p.; For individual papers, see UD 025 779-787.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Curriculum Design; Elementary Secondary Education; *Magnet Schools; Program Design; Program Evaluation; *Program Implementation; Research Needs; *School Desegregation; Special Schools; *Urban Schools; *Voluntary Desegregation

This document consists of nine papers which discuss the planning and design, implementation and maintenance, and evaluation of magnet schools. They are based on practical experience with magnet schools, which first appeared in the early 1970s. By 1982, the movement had grown to include more than 1,200 schools in 140 urban school districts, and the rate of new programs implemented since then has rapidly increased. The papers (and their authors) are: (1) "Components of Magnet Schools" (Faye B. Bryant); (2) "A Practitioner's View of Essential Instructional Development Factors in Planning Magnet Schools" (Grace Fairlie); (3) "Effective Information Dissemination and Recruitment Strategies for Magnet Schools" (Phale D. Hale and Larry O. Maynard); (4) "Planning Resource Allocations for Magnet Schools" (William A. Pearson); (5) "Assessing Outcomes of Magnet Schools" (Lee Laws); (6) "Research Needed to Assess the Performance of Magnet Schools" (Jerry D. Bailey); (7) "Issues in Designing Magnet Schools" (Mary Haywood Metz); (8) "Comparative Analysis of Local Planning and Development of Magnet Schools" (Rolf K. Blank); (9) "Reflections on Understanding, Studying, and Managing Magnet Schools" (Mary Anne Raywid). A preface which provides an overview of the papers is included. (KH)

ED 284 772 SO 018 153

Hobbs, Sandy
Oor Wullie Goes to School: A First Look.
Paisley Coll. of Technology, Renfrenshire (Scotland). Dept. of Applied Social Studies.
PUB DATE- Mar 87
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Attitudes; *Educational Research; Elementary Secondary Education; Foreign Countries; *Mass Media; *Mass Media Effects
IDENTIFIERS- *Scotland
Analyzing media images of education through the Example, Rule Indicator, Behavior System (EXRIB) can provide meaningful results was the conclusion of an assessment of the mass media's impact on how children view education. EXRIB (Hobbs and Kleinburg, 1980) is a framework for the statement of objectives in behavioural terms, developed as part of the work of the Classroom Interaction Project. The comic strip, "Oor Wullie", was analyzed to assess how education was portrayed in Scotland. "Oor Wullie" has been featured regularly in Scottish newspapers read by 79 percent of the over 15-year-old population. The subjects that were referred to most often were English and arithmetic. Oor Wullie disliked school which was portrayed as being very traditional with desks arranged in rows and materials limited to paper, pencil, and blackboard. Teachers were portrayed giving instructions and assignments. There was more disapproval of Wullie's behavior than approval. The main limitation of the study was the lack of well elaborated hypotheses to test. (SM)

ED 284 830 SP 028 904

Ocansey, Reginald T. A.
The Effects of a Behavioral Model of Supervision on the Supervisory Behaviors of Cooperating Teachers.
PUB DATE- Apr 87
NOTE- 45p.; Paper presented at the National Convention of the American Alliance for Health, Physical Education, Recreation and Dance (Las Vegas, NV, April 13-17, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Cooperating Teachers; Elementary Secondary Education; *Feedback; Higher Education; *Models; Physical Education Teachers; Preservice Teacher Education; *Program Effectiveness; Student Teachers; *Supervisory Training; *Teacher Supervision
The purpose of this study was to train cooperating teachers in a Behavioral Model of Supervision (BMS-PE). Four cooperating teachers in suburban school districts in central Ohio were trained using this model that emphasized communicating feedback with more details and holding teachers more accountable for their performances during post-teaching conferences through the supervision components of monitoring, conference, and follow-up monitoring. Findings clearly indicated that cooperating teachers can perform supervisory functions as a result of training in a BMS-PE. Specific results included: an increase in the amount of time spent by participants in micro-incident and planning incident categories, a decrease in the time spent by participants in unrelated incident and macro-incident categories, an increase in the communication of fully explicit tasks and type-3 accountability statements, and a decrease in the communication of implicit tasks and type-1 accountability statements. A six-page reference list is included. (Author/CB)

ED 284 861 SP 029 246

Bouchie, Mary Ellen; Vos, Robert
A Model University-School District-Teacher Education Center Alternative Teacher Training Program for Preparing and Certifying Non-Degree Vocational Teachers. A Collaborative Design.
PUB DATE- Jan 87
NOTE- 21p.; Paper presented at the World Assembly of the International Council on Education for Teaching (34th, Eindhoven, Netherlands, July 20-2[illegible], 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College School Cooperation; Competency Based Teacher Education; Higher Education; Inservice Teacher Education; School Districts; *Teacher Centers; *Teacher Certification; *Vocational Education
IDENTIFIERS- *Alternative Teacher Certification; Florida
Vocational teachers for industrial and health occupations programs are usually recruited and selected directly from industry based upon their work experience, craft skills, and other technical criteria. This procedure provides schools with technically competent instructors who have little idea of how to teach. The certification requirements of most states permit training to take place after the teacher is put into the shop or classroom, almost assuring a poor start, teacher frustration, and the possible development of negative teacher behaviors. The new non-degree vocational teacher also faces inflexible university course schedules and rigid enrollment policies. To remedy this problem, Dade County Public Schools in Florida, the Florida State Department of Education, and Florida International University developed and implemented a Performance Based Vocational Teacher Education Program as an alternative to the traditional method of training and providing teacher certification for non-degree vocational teachers. The needs, purpose, and objectives of the program are discussed. Components of the program, including field experience, instruction, evaluation, on-the-job supervision, and certification, are described. Appended are charts that match course content with Dade County program competencies and with Florida Essential Generic Competencies. (MT)

ED 284 876 TM 870 395

Evaluation of Chapter 1 Pullout Programs Funded under Chapter 1 of the Education Consolidation and Improvement Act.
Detroit Public Schools, MI. Office of Instructional Improvement.
PUB DATE- Feb 86
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Attendance Records; Citizenship; *Compensatory Education; Educational Environment; Elementary Secondary Education; *Evaluation Criteria; *Federal Programs; Grade Point Average; Mathematics Education; *Program Evaluation; Reading Programs; *Remedial Programs; Teaching Methods
IDENTIFIERS- *Detroit Public Schools MI; Education Consolidation Improvement Act Chapter 1

The purpose of this study was to determine the nature and impact of the Chapter 1 instructional programs in the Detroit school system. The study sought answers to two questions. In what types of settings did the Chapter 1 instruction in reading and mathematics take place? Did the type of setting have a significant bearing upon the academic performance, the attendance, and the citizenship of the target students? The following procedures were employed to ascertain the type of setting in which Chapter 1 instruction took place and also to assess the impact of the instruction upon the target students' academic performance, citizenship, and attendance: (1) principals of elementary schools were requested to designate the types of settings; (2) a random sample of students was selected for each of the instructional settings; (3) data were obtained from school records; (4) a frequency distribution was prepared to depict the numbers and percents of schools using each classification of instructional approach; (5) the number of years of Chapter 1 services received were subjected to a chi-square test; (6) a t-test determined significant differences between the number of absences in grade level, grade point averages, and citizenship; and (7) one-way analyses of variance sought to determine significant differences among samples measured by performance on Detroit's criterion-referenced tests, Assessment of Basic Curriculum Skills. Data indicated that there are no overwhelming statistical differences in favor of any particular approach for providing remedial instruction to Chapter 1 students. (LMO)

ED 284 933 UD 025 673

Van Dijk, Teun A.
Communicating Racism: Ethnic Prejudice in Thought and Talk.
REPORT NO.- ISBN-0-8039-3674-X
PUB DATE- 87
NOTE- 437p.
AVAILABLE FROM- Sage Publications, Inc., 2111 West Hillcrest Drive, Newbury Park, CA 91320 ($35.00 hardcover only; $2.16 postage and handling).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Structures; *Cross Cultural Studies; *Discourse Analysis; Ethnic Groups; Group Unity; Learning Processes; *Racial Bias; Social Bias; *Verbal Communication
IDENTIFIERS- Netherlands (Amsterdam)

This book analyses how racism is reproduced through everyday talk and how ethnic prejudices become shared and may form the cognitive basis of ethnic or racial discrimination in intergroup interaction. The study, based on interviews conducted in California and Amsterdam, focuses on how ethnic attitudes expressed in discourse exhibit sociocultural, historical, political, and economic dependencies. The book is divided into seven major chapters. Chapter 1, "Introduction," discusses the background and goals of the study, the data methodology, and the structure of the problem. Chapter 2, "Structures of Prejudiced Discourse," clarifies how ethnic attitudes, especially prejudice, are represented and strategically used in memory, and how such representations and strategies affect intergroup perceptions, evaluations, and interactions. Chapter 3, "Sources of Prejudiced Talk," analyzes how ethnic prejudice becomes manifest in discourse. Chapter 4, "The Cognitive Dimension: Structures and Strategies of Ethnic Prejudice," examines how discourse about ethnic minority groups is monitored by interaction strategies, social goals, norms, and values. Chapter 5, "The Interpersonal Communication of Racism," analyzes how prejudiced discourse is understood, evaluated, and represented by in-group recipients who participate in such talk. Chapter 6, "The Social and Ideological Context of Prejudice Reproduction," discusses how the communication and diffusion of prejudiced group attitudes transcend the level of single, isolated, interpersonal conversations. Chapter 7 presents general conclusions and considers areas for future research. An appendix provides information about data collection. (KH)

ED 284 728 SE 048 273

Kelly, I. W.; Zwiers, F. W.
Introducing Disjoint and Independent Events in Probability.
PUB DATE- 86
NOTE- 13p.; Revised version of a paper presented at the International Conference on Teaching Statistics (2nd, Victoria, Canada, August, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *College Mathematics; Higher Education; *Incidence; *Mathematical Concepts; Mathematics Education; *Mathematics Instruction; Mathematics Skills; *Probability; Secondary Education; *Secondary School Mathematics
IDENTIFIERS- *Mutuality

Two central concepts in probability theory are those of independence and mutually exclusive events. This document is intended to provide suggestions to teachers that can be used to equip students with an intuitive, comprehensive understanding of these basic concepts in probability. The first section of the paper delineates mutually exclusive and non-mutually exclusive events. The distinction between contradictions and contraries is explained and examples using dice are described which can be used by teachers to help students understand their differences. The second section deals with independent versus dependent events. Some common misunderstandings are presented which relate to these terms, and sample teaching activities are suggested. The final section deals with the confusion some students have when attempting to differentiate between independent events and exclusive events. (TW)

ED 284 758 SE 048 303

Skill Acquisition Measures (SAM). Elementary Mathematics Level VI. Teacher's Manual.
Lancaster City School District, Pa.
PUB DATE- 86
NOTE- 94p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Achievement Tests; Arithmetic; *Criterion Referenced Tests; *Elementary School Mathematics; *Grade 6; Intermediate Grades; Mastery Tests; Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; *Mathematics Skills;

*Mathematics Tests; Minimum Competencies
IDENTIFIERS- *Lancaster School District PA

The Skill Acquisition Measures (SAM) were designed by the Lancaster (Pennsylvania) School District as criterion referenced tests for mathematics. This manual consists of copies of the student test forms for level 6, with additional information for the teacher's use. Each of the test items is presented with the correct answers and the criteria for scoring. In addition, notes are provided if there are special instructions for administering or scoring that particular item. The level 6 skills relate to the following vocabulary terms: (1) the commutative principle; (2) the associative principle; (3) the distributive principle; (4) exponent; (5) composite number; and (6) reciprocal. (TW)

ED 284 803 SO 018 300

Nelson, Murray
Peace Education: Personal Reflections Amid a Field of Research in School Curriculum.
PUB DATE- 86
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Curriculum Development; Curriculum Guides; Educational Strategies; Instructional Materials; *International Education; National Defense; *Peace; Secondary Education; Social Studies; United States Government (Course); United States History; *War; World Affairs; World History; World Problems
IDENTIFIERS- *Nuclear Weapons
Peace education can be introduced into the curriculum through adoption or development of appropriate materials, networking, development programs at the local level, and workshops for educators, parents, administrators and the general citizenry. A status report on the integration of peace education into the curriculum completed in 1985 by Carole Hahn indicated that nuclear education was being taught in some classrooms. Hahn reported that educators saw a need for (1) quality teacher education in teaching nuclear issues; (2) a curriculum plan appropriate to the student's level of maturity; and (3) a sensible integration of nuclear themes into traditional curricula. Lowry Hemphill examined available materials and found that U.S. history texts had little or nothing on nuclear weapons and the nuclear arms race. Many of the available materials consisted mainly of a collection of worksheets and teacher lesson plans which failed to provide enough background information for students. Two useful curricula are "Nucleography" (Barber, et al., 1982) and "Let's Talk About Peace, Let's Talk About Nuclear War" (Lemoine and Farkas, 1983). Networking for school districts with a beginning attempt at peace education is helpful in acquiring resource and instructional information. Workshops for local educators and citizens can help overcome the resistance that will arise to peace education. (SM)

ED 284 817 SO 018 366

Health for All. Project WHERE (World Health Education Resources Exchange). Field Tested and Revised. Teenage Health Teaching Modules.

American Association for World Health, Washington, DC.; Education Development Center, Inc., Newton, Mass.

SPONS. AGENCY- Agency for International Development (IDCA), Washington, DC.

PUB DATE- 87

NOTE- 80p.

AVAILABLE FROM- American Association for World Health, 2001 S Street, N.W., Suite 530, Washington, DC 20009 ($2.00).

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Cross Cultural Training; Developing Nations; Diseases; Foreign Countries; Global Approach; Grade 9; Grade 10; *Health; *Health Education; *Human Body; *Hunger; Interdisciplinary Approach; International Cooperation; *Living Standards; Poverty; Quality of Life; Secondary Education; World Affairs; *World Problems

Every two seconds somewhere in the world a child dies from a preventable disease. Millions lack access to safe drinking water. Smoking, alcoholism, and drug abuse are on the increase in developing nations. In the United States, experts estimate that one out of every ten people, a majority of them women and children, go to bed hungry, and the poverty rate among children below the age of six has reached twenty-five percent. As individuals with common aspirations and strengths we live in a world that is economically, socially, and politically interdependent. Unlike curricula that focus on health behaviors and issues that are important to daily life in the United States, this module familiarizes high school students with some of the major worldwide health issues, as well as with current efforts to improve the well-being of the world's population, particularly those people who do not have access to the fundamental requirements for healthy living. Instructional methods suggested are: teacher presentation, newspaper review, class discussion, small-group work studies, brainstorming, statistics work, consensus building, and group planning. (BZ)

ED 284 846 SP 029 089

Didham, Cheryl K.
Enhancing Teacher Classroom Awareness through a Computerized Supervisory Feedback System.
PUB DATE- 87
NOTE- 10p.; Paper presented at the Association of Teacher Educators Summer Workshop (Buffalo, NY, August 2-5, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Classroom Observation Techniques; *Computer Software; Elementary Secondary Education; Higher Education; Preservice Teacher Education; Program Effectiveness; *Staff Development; *Student Teachers

What teachers do in the classroom affects pupil learning. To shape patterns of interactions proactively, teachers must get useful feedback they can understand. Seeing objective data may encourage teachers to think more seriously about the ways their classroom behavior influences students and about how students' behavior reciprocally influences teacher behavior. Several studies suggest that there is a specific order of stages a teacher must pass through before reaching the mastery stage of development. A study conducted at Bowling Green State University (Ohio) attempted to determine the developmental stage of 107 student teachers (53 assigned to a control group and 54 to an experimental group). All students completed a pretest to determine their developmental stage before starting a 10-week student teaching experience. Supervisors for the experimental group were trained in the use of a new observation instrument and observed and coded their students during the fourth week of student teaching. During the fifth week, those students attended a seminar where they transferred the information from the observation form to a computer, and learned to use the Classroom Awareness Supervisory System to analyze classroom activity. Both the experimental and control groups completed a posttest and questionnaire the final week of student teaching. Analysis of responses covered the following areas of awareness: self, content, pupils, and environment. No significant mean differences were found in the areas of self, content, or pupil awareness, but a significant change occurred in the control group in the area of environment awareness. No student teachers were found to be in the early stage of self-awareness (survival), which may be due to the 300 field and clinical hours required prior to student teaching. Questionnaire responses indicated that the student teachers enjoyed using the computer program and found it useful for analyzing their classroom behavior. (EDS)

ED 284 890 TM 870 437

Reynolds, W. Ann
Higher Learning in America: Aims and Realities.
PUB DATE- 86
NOTE- 12p.; In: Assessing the Outcomes of Higher Education; see TM 870 436.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accountability; *Educational Assessment; Educational History; *Educational Objectives; Educational Quality; Educational Testing; *Educational Trends; Futures (of Society); Government Role; *Higher Education; *Measurement Objectives; Outcomes of Education; Test Bias; *Testing Problems
Although the realities of higher education accurately match the aims of early educators, there are limits to our ability to measure the learning that occurs in colleges and universities. As higher education has been made available to a greater quantity of participants, the demand for accountability has increased. Accountability concerns vary for different participants in the educational process. Faculty are concerned with salaries and facilitation of learning; students are concerned with access to courses and the costs of tuition; and trustees are inundated with information and care about balancing the different areas for which universities are responsible. A great deal of study has been commissioned by legislatures and state governors, often focusing on the competency testing of beginning teachers. However, educational reform should concentrate on strengthening all parts of the classroom-teacher milieu. Three areas of impact for the future of education include: (1) using student testing to assist learning; (2) reducing cultural and sex bias in testing and educational participation; and (3) improving the interpretation of data. (GDC)

ED 284 905 TM 870 458

Byrne, Barbara M.
Multitrait-Multimethod Analyses of Three Self-Concept Scales: Testing Equivalencies of Construct Validity across ability.
PUB DATE- Apr 87
NOTE- 45p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Ability Grouping; *Construct Validity; Correlation; Factor Analysis; High Schools; Mathematical Models; *Multitrait Multimethod Techniques; Rating Scales; *Self Concept; *Self Concept Measures; Self Esteem; Semantic Differential; Statistical Studies; Track System (Education)
IDENTIFIERS- *Confirmatory Factor Analysis; Convergent Validation; *Covariance Structure Models; Discriminant Validity; Guttman Scales; Likert Scales

The construct validity of four self-concept (SC) traits (general SC, academic SC, English SC, mathematics SC), as measured by three different scales (Likert, semantic differential, Guttman) for low- (n=252) and high-track (n=588) Canadian high school students, was assessed using both the Campbell-Fiske criteria, and a comparison of hierarchically nested covariance structure models. Confirmatory factor analysis was used to model hypotheses related to convergent and discriminant validity and to test directly equivalencies of traits and methods. Findings indicate that assumptions of invariant construct validity cannot be taken for granted; differences in both the measurement and structure of SC were found. Academic SC, as measured by the Likert and Guttman scales, was problematic for the high track. These scales appeared to elicit different types of responses from high and low ability students. Tests of invariance formally confirmed this result. Discriminant validity of the trait factors was also less clear for the high track, but this may have been a measurement problem. Method bias was clearly more evident for the high than for the low track. Method bias effects for each scale type, as well as all but one trait correlation, were found to be noninvariant. A 5-page list of references and eight tables are included. (LPG)

ED 284 743 SE 048 288

Rhyne, Pam; Mitchell, Judy
Project C.A.R.E. Caring for Animals: Responsible Education.
Kennesaw Coll. Marietta, GA.
PUB DATE- 86
NOTE- 282p.

LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Animals; Conservation (Environment); Elementary Education; *Elementary School Science; *Environmental Education; Experiential Learning; Interdisciplinary Approach; Language Arts; Mathematics Education; Natural Resources; *Science Activities; Science and Society; Science Education; *Science Instruction; Social Studies; *Wildlife
IDENTIFIERS- *Humane Education

Responsible human behavior toward pets, farm animals, and wild animals is considered by many to be an important goal. The purpose of this elementary instructional guide is to introduce and develop in students a sense of responsibility toward animals. The teaching activities in the guide are based on nine concepts. These are: (1) many kinds of animals are pets; (2) humans must care for pets; (3) pets need proper health care; (4) more pets are born than there are homes for; (5) there are many kinds of farm animals; (6) humans must care for farm animals; (7) there are many kinds of wild animals; (8) humans must protect the homes of wild animals; and (9) wild animals that are not protected may become endangered or extinct. The objectives for each lesson are based on one or more of these concepts. Following the objective(s) is a list of materials needed to teach the activities in the lesson. The activities tend to be interdisciplinary in nature and have a hands-on orientation. Ideas for bulletin boards are included, along with reproducible worksheets for many of the activities. (TW)

ED 284 787 SO 018 227

Initial Teacher Training in the Member States of the European Community. Analysis.
EURYDICE Central Unit, Brussels (Belgium).
REPORT NO.- ISBN-2-87116-057-0
PUB DATE- Nov 86
NOTE- 23p.; For related documents, see SO 018 224-228.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Policy; Elementary Secondary Education; Foreign Countries; Higher Education; Inservice Teacher Education; Preschool Education; Preschool Teachers; *Preservice Teacher Education; State Schools; *Teacher Background; *Teacher Education
IDENTIFIERS- *Europe; *European Community
The educational systems among the European Community nations vary considerably and this variety, which is the result of historic and cultural factors, constitutes a great wealth which should be preserved. It is also in the interest of everyone to draw benefit from the experiences and projects of partner countries within the Community. Educational policy makers in the European Community have long been aware of the value of information concerning innovations and changes introduced in other Member States in order that their own decisions might be well founded on the knowledge of alternative practices. To this end, tables have been drawn which compile information regarding the practice of initial teacher training according to level: pre-school, primary, lower secondary, and upper secondary. The information included for each Member State is admission requirements, type and level of institution, length and type of training, teaching practice, and diploma. (BZ)

ED 284 919 UD 025 646

Gordon, Edmund W.; And Others
A Descriptive Analysis of Programs and Trends in Engineering Education for Ethnic Minority Students: A Report to the Field.

Yale Univ., New Haven, Conn. Inst. for Social and Policy Studies.
SPONS. AGENCY- EXXON Education Foundation, New York, N.Y.
PUB DATE- Oct 86
NOTE- 144p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Education; Black Students; *College Students; Elementary Secondary Education; *Engineering Education; Higher Education; Hispanic Americans; *Minority Groups; Program Effectiveness; Program Improvement; *Science Programs

This report presents the findings of an evaluative study of the current status of engineering education for minority students at the collegiate and pre-collegiate levels in the United States. It is based on a survey of 50 existing programs and a review of the professional and research literature in this field. The major findings of the analysis indicate that engineering programs for minorities have been relatively effective in increasing the number of Black and Hispanic persons who enter the profession. The number of minority graduates from these programs has increased tenfold in the last 15 years. However, minorities continue to be underrepresented in engineering, particularly at leadership levels. Engineering draws disproportionately from a limited pool of minority talent that is identified at the high school level, and not enough organized effort has been made to develop academic talent in less able academic learners. To expand the minority academic talent pool, it may be necessary to increase students' early-life exposure to mathematics and science and to increase remedial instruction. Engineering programs provide a wide variety of counseling, financial, and tutoring services, but there is considerable unevenness in the quality of conceptualization, design and delivery of programs. Research on effective programs is analyzed and suggestions for improving interventions are offered, and implications for research and development are discussed. Appendices include brief descriptions of responding programs and a list of members of the advisory panel to the study. (KH)

ED 284 947 UD 025 779

Bryant, Faye B.
Components of Successful Magnet Schools.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 87
NOTE- 29p.; In: Planning and Developing Magnet Schools: Experience and Observation; see UD 025 778.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Facilities Design; Elementary Secondary Education; *Magnet Schools; Program Design; Program Evaluation; *Program Implementation; School Community Relationship; *School Desegregation; *School Effectiveness; School Personnel; Student Recruitment; *Urban Schools; *Voluntary Desegregation

This paper identifies and discusses components of successful magnet programs. It is based on a review of existing research literature and information gathered directly from school districts. First, the paper discusses separately the following elements, which are considered "core components": (1) leadership; (2) organizational structure; (3) program design; (4) staffing; (5) student selection; (6) resources; (7) student recruitment; (8) transportation; (9) funding; and (10) evaluation. Next, the paper describes "ancillary components," elements which add to effectiveness of the magnet school but depending on local circumstances may or may not be included. These are the following: (1) parental involvement; (2) corporate/community support; (3) inter-district participation; and (4) evaluation. A conclusion outlines the ways in which magnet schools have proved to be effective. They work to reduce violence and vandalism, and improve attendance rates, student achievement, and student self-concept and school attitude. (KH)

ED 284 773 SO 018 159

Gieseke, Ludwig
Into the Future by Tradition: Higher Education in the Federal Republic of Germany.
Inter Nationes, Bonn (West Germany)
PUB DATE- 87
NOTE- 40p.
AVAILABLE FROM- Inter Nationes, Kennedyallee 91-103, D-5300 Bonn 2, Federal Republic of Germany.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Serials (022)
DESCRIPTORS- College Environment; *College Programs; Educational Demand; *Educational History; *Educational Opportunities; *Educational Philosophy; Educational Practices; Foreign Countries; *Higher Education; *Politics of Education; Student Organizations; Technical Education
IDENTIFIERS- *West Germany
Upon the occasion of the University of Heidelberg (the oldest higher education institution in the Federal Republic of Germany) celebration of its 600th anniversary in 1986, this historical overview and current review of higher education in the Federal Republic looks at a wide range of topics. Contents include: "The Historical Growth of Higher Education"; "Restoration of the Classical University after 1945"; "Development of Student Numbers and Academic Staff"; "Higher Education Policy in the Federative System"; "The Various Types of Higher Education Institutions"; "Representation and Financing of Higher Education Institutions"; "Participation in the Self-Administration of Higher Education Institutions"; "Professors and Other Teaching Staff"; "The Studies System at Universities and Technical Universities"; "The Pattern of Studies at Polytechnics"; "Study Success Level and Higher Education Efficiency"; "Increased Further Education Programmes at Universities"; "Admission to Studies"; "Procedure in the Case of Admission Restrictions"; "Student Organizations in Higher Education"; "Students' Social Welfare--Training Promotion"; "Scholarships for Talented Students"; "Handicapped Students"; "Research and Teaching in Higher Education"; "The Situation in Regard to the Rising Academic Generation"; "Women in Higher Education"; "Higher Education and Other Countries--Exchange of Experience"; "Supraregional Organizations for Students...and Professors"; "Graduates in the Employment System"; and "Political Parties and Higher Educational Policy." The document concludes with an Appendix which lists higher education institutions in West

Germany including (1) universities, technical universities and colleges with individual university study courses; (2) philosophical-theological colleges; (3) ecclesiastical colleges of theology; (4) colleges of Jewish studies; (5) teachers' training colleges; (6) colleges of art and music; (7) polytechnics (without ecclesiastical and administrative establishments); and (8) ecclesiastic colleges of social work. A short bibliography, addresses of responsible federal and state federal ministries, other important addresses in higher education, and a glossary of higher education system terms conclude the document. (BZ)

ED 284 831 SP 028 936

Armour-Thomas, Eleanor; And Others
A Survey of Teacher Cognitive Behavior in the Classroom.
PUB DATE- Apr 87
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; High Schools; Intellectual Disciplines; Student Reaction; *Teacher Behavior; *Verbal Communication
IDENTIFIERS- *Componential Intelligence; *Sternberg (Robert)
This study examined the extent to which teacher verbal behavior in the classroom reflected the type and level of cognitive processes as conceptualized by Sternberg's componential theory of intelligence. The frequency and distribution of these behaviors within and across disciplines was also explored. Twenty-three teachers in four high schools were videotaped in the classroom and the frequencies of cognitive behaviors across the disciplines of mathematics, science, English, and social studies were recorded and analyzed. Results of the analysis revealed significant main effects for field of study and components, and significant interactions for components by field. Findings are discussed in terms of teacher cognitive behavior. The study did not attempt to judge patterns of teacher-pupil interactions. (Author/MT)

ED 284 877 TM 870 399

Shann, Mary H.
Evaluating a Curriculum for Teaching Thinking and Writing: Report on the Evaluation of the STEPS Curriculum Based on Comprehensive Data from the 1983-1984 Academic Year.
PUB DATE- Aug 85
NOTE- 120p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cognitive Processes; *Curriculum Evaluation; *Instructional Effectiveness; Interrater Reliability; Interviews; Junior High Schools; Remedial Programs; Scoring; Student Attitudes; Student Evaluation; Teacher Education; Teaching Methods; *Writing Evaluation; Writing Instruction; *Writing Processes
IDENTIFIERS- *STEPS (Curriculum); *Thinking Skills
This document provides a report on the evaluation of STEPS (Surviving Today's Experiences and Problems Successfully), the Waters Foundation Curriculum for teaching thinking skills and expository writing. Data were collected during the 1983-84 academic year, using a junior high school as a field site. Four experimental classes were taught STEPS two days a week in a three-day-per-week remedial course. Two control classes took a modern foreign language. Both experimental and control students took English classes five days per week. Experimental classes were assigned writing tasks four times during the year, while control classes were only assigned writing tasks in September and June. Four students were randomly selected in each class to participate in individual interviews intended to reveal procedures and thought processes used in completing assignments. Writing samples were evaluated through primary trait scoring. Chi-square tests revealed that on the first writing assignment, the control students scored significantly higher than the remedial STEPS students. On the June writing task, there were no significant differences between the STEPS group and the control group. Recommendations are provided on several issues: curriculum development, teacher training, improving learning and proficiency in writing, and marketing and dissemination of STEPS. Appendices include: (1) questions addressed by the evaluation; (2) primary trait scoring guides; (3) writing process interview forms; (4) course evaluation interview forms; (5) sample applications of the "students" observation system; and (6) compilation of responses to the STEPS Unit VII course evaluation form. (LMO)

ED 284 729 SE 048 274

Ropes, George H.; Swett, Shiela
Teaching Mathematics with Computers: K-8.
New York State Education Dept., Albany. Bureau of Curriculum Development.; New York State Education Dept., Albany. Bureau of Mathematics Education.
PUB DATE- 87
NOTE- 75p.; Photographs may not reproduce well.
AVAILABLE FROM- Publications Sales Desk, New York State Education Department, Room 164 EBA, Washington Avenue, Albany, NY 12234.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Computer Assisted Instruction; Computer Software Reviews; *Computer Uses in Education; Courseware; Educational Planning; Educational Technology; *Elementary School Mathematics; Elementary Secondary Education; Mathematical Applications; *Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; Programing; *Secondary School Mathematics; Staff Development
IDENTIFIERS- *New York
Recent developments in computer technology have resulted in the increasing presence of computers throughout society. As a consequence, schools must prepare students to make effective use of this technology. The purpose of this document is to provide administrators and teachers in the state of New York with guidelines for developing and coordinating the use of computers in mathematics in grades K-8. The booklet consists of five sections. The section on "Planning" emphasizes the importance of establishing a broadly based planning team to facilitate the development and operation of a school district's program that integrates computers in mathematics education. The next section, "Staff Development," discusses methods of coordinating and maintaining an ongoing staff development program. A section on computer hardware provides a brief description of the types of computers used in schools, with some considerations for selection. Another section contains an overview of computer programs, including how to assess and select software that meets the needs of mathematics education. The final section, "Teaching Mathematics with Computers," describes ways to use computers as effective aids for teaching mathematics. The appendices include lists of software suppliers, computer magazines, and software directories, along with considerations for using computers with students with handicapping conditions. (TW)

ED 284 759 SE 048 304

Knapp, Michael S.; And Others
Opportunities for Strategic Investment in K-12 Science Education. Options for the National Science Foundation. Summary Report.
Stanford Research Inst., Menlo Park, Calif.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
REPORT NO.- SRI-P-1809
PUB DATE- May 87
NOTE- 63p.; For volumes 1 and 2 of this study see SE 048 305-306.
CONTRACT- SPA-8651540
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Reports - Research/Technical (143)
DESCRIPTORS- Change Strategies; *Elementary School Mathematics; *Elementary School Science; Elementary Secondary Education; Engineering Education; *Federal Aid; *Federal Government; Federal State Relationship; Inservice Teacher Education; Mathematics Curriculum; Mathematics Education; Mathematics Instruction; Professional Associations; Science and Society; Science Curriculum; Science Education; Science Instruction; *Secondary School Mathematics; *Secondary School Science
IDENTIFIERS- *National Science Foundation

This report summarizes the findings and conclusions from the first phase of a study entitled "Assessment of Initiatives Available to Address Problems and Opportunities in K-12 Science Education." The study was done for the National Science Foundation (NSF) as part of its response to a congressional requirement that NSF seek outside assistance in developing a strategic plan for science and engineering education. The document contains a brief overview of all findings and conclusions regarding NSF's mission in K-12 science education. Problems are identified in K-12 science education that constrain the development of a broad pool of competent, interested science learners and opportunities are described which use the capabilities of NSF to address these problems. In addition, the report calls on NSF to maintain an adequate level of support for non-goal-directed core functions that underlie the success of NSF's efforts to address these opportunities. Finally, suggestions are made regarding ways for NSF to design initiatives to address particular opportunities within an overarching strategy. Two strategy options are described, each of which sets objectives related to the overall goals, and guides the choice of initiatives so that they are mutually reinforcing and consistent. The appendices include a delineation of these initiatives. (TW)

ED 284 862 SP 029 247

Gueulette, David G.
Internationalizing Teacher Education: The Northern Illinois University Plan.
PUB DATE- Jul 87
NOTE- 15p.; Paper presented at the World Assembly of the International Council on Education for Teaching (34th, Eindhoven, Netherlands, July 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrators; Cultural Awareness; Educational Research; Faculty Development; *Global Approach; Higher Education; *Preservice Teacher Education; Resource Allocation; Student Attitudes; *Teacher Education Curriculum
IDENTIFIERS- *Northern Illinois University
In 1986, the College of Education at Northern Illinois University formed a planning committee to examine the role of the college in preparing teachers for increasing global responsibilities and to determine what planning was needed to develop or expand that role. The overall objectives were to internationalize the teacher education curricula and develop an inventory of promising practices promoting international understanding and awareness in teacher education. The seven activities to be internationalized are administrative leadership, curriculum development, faculty development, student awareness, resources, service, and research. Guidelines for each of the activity areas are presented in the form of a principle followed by an interpretation of its potential contribution to international education and a series of questions. Recommendations sent to the College of Education and its Dean after review and consideration of the guidelines by faculty are listed. (MT)

ED 284 891 TM 870 438

Chandler, John W.
The Why, What, and Who of Assessment: The College Perspective.
PUB DATE- 86
NOTE- 10p.; In: Assessing the Outcomes of Higher Education; see TM 870 436.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accountability; *College Curriculum; College Faculty; *College Role; *Educational Assessment; *Educational Testing; Higher Education; *Measurement Objectives; Outcomes of Education; Teacher Response; Testing Problems; *Testing Programs; Undergraduate Study
IDENTIFIERS- Alverno College WI; Association of American Colleges; Bennett (William J); *Curriculum Related Testing
The educational assessment movement holds considerable promise for encouraging college faculty to exercise collective responsibility to improve the quality of learning. Current efforts toward improving higher education include the Association of American Colleges' report, "Integrity in the College Curriculum"; William J. Bennett's report, "To Reclaim a Legacy"; and the comprehensive assessment program in use at Alverno College. A college's assessment program should focus on programs and courses as well as on student achievement, and should provide a variety of kinds of feedback. The program should be designed and administered by the faculty, cooperating with outside resources such as standardized tests or outside examiners. Assessment extends beyond testing and enables the student to use and apply knowledge in a range of exercises designed to demonstrate intellectual growth and versatility. A testing program should not rely solely on externally imposed minimum competency tests; rather, each institution should design its programs and courses according to what is important at that institution. (GDC)

ED 284 934 UD 025 674

Kivett, Vira R.
Older Rural Black Men: Their Life Situation and Subjective Well-Being (Expanded Summary).
PUB DATE- 13 Apr 87
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Blacks; Health; Housing; *Individual Needs; *Males; *Older Adults; Physical Mobility; *Quality of Life; *Rural Population; Social Services; Socioeconomic Status
IDENTIFIERS- United States (South)
To help agencies serve the needs of older black men, this paper presents an overview of the physical, social, and economic status of older rural black men. The report is based on a study of a sample of 62 black men, aged 65 to 97, who constituted a subset of older adults from a larger study of the kin network system of 368 adults over 65 living in a rural county in the southern United States. Subjects were interviewed in their homes. The mean age of the subjects was approximately 73 years, and they had an average educational level of five years. Monthly income ranged from $166 to $2100 with a mean of $492, and the subjects had lower mean annual incomes than those reported for older blacks in the United States in general. The impact of their low income was evident in their expressed needs for services important to income, e.g., senior citizen discounts, meal services, and health maintenance and monitoring. As a group, older black men seldom appeared to be limited by a number of reported chronic health conditions, but one third seldom left their residence, suggesting the need for increased decentralized or home delivery services. The group showed considerable stability in their housing arrangements, but mortgages and household expenses posed frequent problems. The majority were heads of households, and they perceived themselves as contributing to the family network. Compared to other groups of elderly, the impact of perceived adequacy of income on morale was considerably more important to older black men. Three statistical tables are included. (KH)

ED 284 744 SE 048 289

Subregional Workshop on Teacher Training in Environmental Education for the Arab States (Bahrain, January 25-30, 1986).
United Nations Educational, Scientific, and Cultural Organization, Paris (France). Environmental Education Section.
PUB DATE- Jan 86
NOTE- 105p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Collected Works - Proceedings (021)

DESCRIPTORS- Ecological Factors; Elementary School Science; Elementary Secondary Education; *Environmental Education; *Foreign Countries; International Cooperation; *International Organizations; *International Programs; Science Education; Science Instruction; Secondary School Science; Social Studies; *Teacher Education
IDENTIFIERS- *Arab States; *International Environmental Education Programme; UNESCO

This workshop was organized by the Bahrain National Commission for Education, Science and Culture in collaboration with United Schools International (USI) Arab Regional Office and in cooperation with UNESCO-UNEP International Environmental Education Programme (IEEP). The workshop was designed to: (1) familiarize participants with a series of modules on teacher training in environmental education prepared by IEEP; (2) identify institutions for possible local adaptation of the modules in the participating member states; and (3) identify documents and activities on teacher training in environmental education to be developed by IEEP at the subregional, regional, and international levels. This document reports on the discussions at the workshop. Participants identified environmental problems and suggested remedial action. Problems facing various countries were considered and suggestions were formulated to improve the region's overall environment. (TW)

ED 284 788 SO 018 228

Employment and Status of Teachers in State Schools in the European Community. Analysis.
EURYDICE Central Unit, Brussels (Belgium).
REPORT NO.- ISBN-2-87116-059-7
PUB DATE- Nov 86
NOTE- 11p.; For related documents, see SO 018 224-227.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; *Employment Level; Employment Patterns; Foreign Countries; Probationary Period; State Schools; Teacher Background; *Teacher Employment; *Teacher Qualifications; *Teaching (Occupation)
IDENTIFIERS- *Europe; *European Community
The educational systems of the European Community Member States vary considerably and comprise a wealth of information about innovations in these nations. Tables on the employment and status of teachers in state schools in the European Community were compiled at the request of the Commission of the European Communities. The information collected for each nation is recruitment on the basis of educational degree, probation period, recognition as teacher, nominated into post, employer, civil servant status, and nationality restriction. (BZ)

ED 284 804 SO 018 301

Davis, James E.
Social Science, Social Scientists, and the Social Studies.
PUB DATE- Jun 87
NOTE- 18p.; Paper presented at the Annual Meeting of the Social Science Education Consortium (Logan, UT, June 11, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Citizenship Education; Civics; Course Organization; Curriculum Design; Curriculum Development; *Educational Innovation; Instructional Improvement; Instructional Materials; Learning Activities; Political Science; Social Science Research; *Social Sciences; *Social Scientists; *Social Studies; Sociology
IDENTIFIERS- *Social Studies Curriculum
The social sciences may be viewed as policy sciences and, as such, can make significant contributions to both public policy and the social studies curriculum. Political science has made contributions in legislative reform, centralized budgeting, regulation of lobbying, and improvement of election administration. Sociology has helped make significant progress in child care, crime, and housing matters and helped create VISTA and Upward Bound. Psychology has provided decision-making tools in hiring personnel, dealing with mental illness, and the nature of learning. Social scientists who have engaged in pre-college curriculum development made their greatest contribution to course design. They provided exciting and active learning experiences that enabled the teacher to assume a learning manager role rather than being merely a dispenser of information. More of the materials developed by social scientists will be adopted as educators feel pressure from various commission reports recommending change. Today, social scientists are better able to structure learning experiences and address important citizenship education issues. (SM)

ED 284 818 SO 018 368

Ruzek, Sheryl, Ed.; And Others
Minority Women, Health and Healing in the U.S.: Selected Bibliography and Resources.
California Univ., San Francisco. Dept. of Social and Behavioral Sciences.
SPONS. AGENCY- California Univ., San Francisco. School of Nursing.; Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 86
NOTE- 122p.; For related documents, see SO 018 369-370.
AVAILABLE FROM- University of California, San Francisco, Women, Health and Healing Program, Department of Social and Behavioral Sciences, N-631-Y, San Francisco, CA 94143-0612.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Alcohol Education; Allied Health Personnel; American Indians; Annotated Bibliographies; Asian Americans; Blacks; Children; Drug Use; Ethnic Groups; Family Health; *Females; *Health; *Health Conditions; Higher Education; Hispanic Americans; Mental Health; *Minority Groups; Pregnancy; Reference Materials; Reproduction (Biology); Sexuality; *Social Science Research; *Sociocultural Patterns

Designed to draw together major research, reference, background, and theoretical works focused on health issues of minority women of color in the United States, this bibliography was compiled to provide faculty in postsecondary educational institutions with references to materials which direct attention to health issues of significance to minority women. This bibliography suggests specific areas in which there is and is not an extant literature. It is not intended to be exhaustive or comprehensive in the range of topics or minority groups included. Rather, it is intended to be a stimulus to both teaching and research in areas which for too long have been ignored. The major focus of the references is on social science perspectives on minority women's health and on topics at the intersection of social science and clinical issues. A limited number of clinical references are included. The bibliography is organized into five major sections, one of comparative and reference works and the other four focused on specific groups of minority women: Afro-American, Asian American, Latina American, and Native American. Each major section is organized into the following six categories: General Background and Reference Works; Historical Works; Health Status; Behavior; Utilization and Policy; Reproduction; Sexuality; Maternal and Child Health; Mental Health; Drugs and Alcohol; and Providers of Health Care. (BZ)

ED 284 832 SP 028 941

Waigandt, Alex; And Others
The Utilization of Cause-Deleted Life Tables to Calculate Longevity Data Relative to Cigarette Smoking Cessation.
PUB DATE- 87
NOTE- 9p.; Paper presented at the National Convention of the American Alliance for Health, Physical Education, Recreation and Dance (Las Vegas, NV, April 13-17, 1987).
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Death; Research Methodology; *Smoking
IDENTIFIERS- *Life Expectancy
The product mortality and data regarding cigarette smoking from the United States Census were used to calculate cause-deleted life tables that permit separation of competing risks of major changes in mortality. An analysis of competing risks consists of decomposition of the life table probability of surviving from one specific age to another specific age into component terms estimated from total deaths and deaths from the specific cause. The product equality allows interpretation of each of the specific cause terms as the probability of surviving the specific cause independent of other causes. The overall probability becomes the product of probabilities of surviving all the risks together. Calculations based upon public health data and cause deletion indicate increases in life expectancy due to cigarette smoking cessation of 2.0046 years for males and 1.5606 years for females. (Author/CB)

ED 284 847 SP 029 208

Gqibitole, Alice, Ed.; Nala, Nompumelelo, Ed.
A Curriculum Developer's Manual. Produced for the Curriculum Workers of the African Teachers' Association of South Africa.
World Confederation of Organizations of the Teaching Profession, Morges (Switzerland).
PUB DATE- 87
NOTE- 128p.

LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Curriculum Development; Educational Needs; Elementary Secondary Education; Foreign Countries; *Instructional Development; Social Environment; *Staff Development; Teacher Role
IDENTIFIERS- *South Africa
This manual represents part of the results of the first curriculum development workshop organized by the World Confederation of Organizations of the Teaching Profession for members of the African Teachers' Association of South Africa. This "train-the-trainers" workshop had the goals of: critical analysis of the prevailing social situations in South Africa and their implications for education; review of the major trends in educational and curricular reform in independent African states; acquisition of theoretical knowledge and practical skills in the techniques of curriculum development and implementation; and development of participant interest in curriculum work to enable them to carry out field-based, curriculum-related activity on their own. The first section contains two background papers that served as tools for training in situational analysis during the workshop. The second section presents summaries of discussions regarding basic principles of curriculum development. Four appendices are included: a 30-item achievement test for workshop participants/manual readers; six sample curriculum guides, a list of workshop participants, and answers to the achievement test. (CB)

ED 284 906 TM 870 459

Ameen, Christine A.
Lessons Learned from Evaluating Residential Child Care Programs.
PUB DATE- Oct 86
NOTE- 12p.; Paper presented at the Annual Meeting of the American Evaluation Association (Kansas City, MO, October 29-November 1, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adolescents; Behavioral Objectives; *Behavior Disorders; *Delinquent Rehabilitation; Evaluation Criteria; *Evaluation Methods; Evaluators; Organizational Objectives; Program Effectiveness; *Program Evaluation; Psychoeducational Methods; *Residential Programs; Residential Schools; Secondary Education; Social Services; *Youth Problems
IDENTIFIERS- *Starr Commonwealth Schools

Program evaluation guidelines are drawn from experience evaluating residential child-care programs at the Starr Commonwealth Schools (Michigan). Delinquent and behaviorally disadvantaged youth participate in treatment based on the Psychoeducational Model (Brendtro and Ness), including full-time school, service learning projects, physical education and recreation, and outdoor adventure challenges. Performance criteria for the program are needed to obtain public and private funding, maintain accountability, and improve decision making. For the Starr schools, some of these criteria address treatment completion rate, average achievement gains, terminations due to truancy, and rates of productivity and/or re-arrest after release. Evaluation is often conducted by child-care workers or administrators rather than professional evaluators, but any good evaluation plan should have, as prerequisites, clear administrative sanction, good access to staff, and thorough understanding of the organization's missions and goals. Evaluators should also: (1) establish a specific evaluation model; (2) adopt professional standards; (3) identify all evaluation purposes; (4) create credibility through staff feedback; (5) create useability through timely feedback; (6) pilot all instruments and data collection techniques; (7) train staff in interpreting findings; and (8) remain flexible. (LPG)

ED 284 948 UD 025 780

Fairlie, Grace
A Practitioner's View of Essential Instructional Development Factors in Planning Magnet Schools.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 87
NOTE- 18p.; In: Planning and Developing Magnet Schools: Experience and Observation; see UD 025 778.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Curriculum Design; *Curriculum Development; Elementary Secondary Education; Faculty Recruitment; Information Dissemination; *Magnet Schools; *Program Design; Program Development; Program Evaluation; *Program Implementation; School Desegregation; *Staff Development; Teacher Selection; *Urban Schools; Voluntary Desegregation
IDENTIFIERS- Buffalo Public Schools NY

This paper discusses the instructional development factors that are important in planning magnet schools. Intended to serve as a basic source document for school districts that are considering the development of magnet schools, the paper includes information and examples based on the author's experiences as a curriculum planner in Buffalo (New York). The paper is divided into the following five main sections, corresponding to five planning stages: (1) selection of a direction (adhering to district and state educational goals and maximizing student learning); (2) instructional planning; (3) staffing considerations (choosing a program coordinator and secondary program staff); (4) providing information and developing awareness (sharing the magnet plan with students, teachers, and administrators); and (5) staff training and retraining requirements (linking staff training to district educational goals and focusing on new curricula, materials, methods and organizational implications). A conclusion summarizes the major ideas of the paper and provides a list of the benefits observed in Buffalo magnet schools. (KH)

ED 284 878 TM 870 402

Myerberg, N. James; Splaine, Pam
Performance of MCPS Students on College Board Tests, 1983-1984.
Montgomery County Public Schools, Rockville, Md. Dept. of Educational Accountability.
PUB DATE- Apr 87
NOTE- 39p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Achievement Tests; *College Entrance Examinations; County School Districts; High Schools; Instructional Program Divisions; *Local Norms; Racial Differences; *Scores; Sex Differences; *Test Interpretation
IDENTIFIERS- Advanced Placement Examinations (CEEB); College Board Achievement Tests; *Montgomery County Public Schools MD; Preliminary Scholastic Aptitude Test; Scholastic Aptitude Test
This report presents results for Montgomery County (Maryland) Public Schools (MCPS) high school students on four tests of the College Board in the 1983-84 school year. These tests, ordered by the number of MCPS students taking them, are the Scholastic Aptitude Test (SAT), the Preliminary Scholastic Aptitude Test (PSAT), the Achievement Tests (ACH), and the Advanced Placement Tests (AP). A summary of the results across all of the tests includes the following: (1) average scores for MCPS students on College Board tests were well above national averages; (2) students showed improvements from the already high score levels of the previous year; (3) White and Asian students generally averaged substantially higher than Hispanic and Black students; (4) White and Asian students generally averaged well above the overall national average for all students; (5) all major racial/ethnic groups averaged well above their national counterparts on the SAT and ACH tests; and (6) substantially higher percentages of Asian and White students took College Board tests than did Black and Hispanic students. The remainder of the report is divided into four sections, one for each set of tests. Each section is a description of the test(s) and a presentation of results for the total county and results broken down by race, sex, and grade. (LMO)

ED 284 892 TM 870 439

McMahon, Eleanor M.
The Why, What, and Who of Assessment: The State Perspective.
PUB DATE- 86
NOTE- 13p.; In: Assessing the Outcomes of Higher Education; see TM 870 436.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Role; *Educational Assessment; Educational Testing; *Government Role; Higher Education; *Measurement Objectives; Outcomes of Education; *State Government; State Programs; State Standards; *Testing Programs
IDENTIFIERS- Education Commission of the States CO; Rhode Island
The role of the state government in higher education assessment is clearly expanding as both the state's interest and investment in higher education grows. Currently, patterns of state involvement vary widely--from indirect incentive programs to direct legislation or regulatory action. Institutional assessment and the resulting reform must be designed and carried out by the faculty and administration of that institution; however, assessment must be required, stimulated, and rewarded by the state. As a result, patterns of institutional assessment will vary. Nonetheless, there should be significant formative as well as summative elements. Funding of research on assessment is also recommended. Whatever the pattern of state assessment, it must preserve and enhance the richness and variety of American higher education. (GDC)

ED 284 920 UD 025 647

Foster, Herbert L.
Education and Bias Related Violence. Presentation to the Governor's Task Force on Bias Related Violence (Buffalo, New York, April 10, 1987).

PUB DATE- 10 Apr 87
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Aggression; *Bias; *Black Dialects; *Black Students; Coping; *Cultural Differences; Daily Living Skills; Elementary Secondary Education; *Lower Class; Males; *Teacher Attitudes; Teacher Response; Violence

Bias based on race, ethnicity, sex, color, class, or other characteristics is a problem nationally and internationally. Both overt and covert incidences occur in educational settings where most educators begin to work with little or no practical experience with the cultural groups they encounter in the student population. Thus the behaviors of these youngsters are often misinterpreted. Streetcorner youngsters, lower class males, and especially black lower class males who are very often targets of this discrimination have developed and refined certain rules, rituals, and techniques to survive ethnocentrism. If educators were more cognizant of these behaviors, misinterpretations and discrimination could be lessened. Teachers, school staff, and administrators must become more aware of these lifestyle characteristics of streetcorner people: (1) language; (2) mode of dress; (3) running a game; (4) aggression; (5) physicalness; (6) putting someone down; (7) the put-on or front; (8) playing the cat or gorilla, (i.e., sweet-talking someone, and if that approach fails, yelling to get what one wants); and (9) the importance of dramatic style. Policies should be made on a statewide basis to deal with all forms of ethnocentrism and all State employees should be required to take courses which tend to lessen bias. The State should publicize and reward successful programs and activities of an interracial nature. New curriculum materials which promote acceptance should be developed. (VM)

ED 284 774 SO 018 165

Chiu, Lian-Hwang
Locus of Control Differences between American and Chinese Adolescents.
PUB DATE- Apr 87
NOTE- 16p.; Paper presented at the Henry Lester Smith Research Conference (12th, Bloomington, IN, April 1-3, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Achievement; Attribution Theory; *Cross Cultural Studies; Failure; Foreign Countries; Grade 10; *Locus of Control; Personality Studies; *Personality Traits; Self Concept; Social Science Research; *Success
IDENTIFIERS- *Chinese People; *Taiwan
The construct of locus of control formulated by Rotter (1966) is being increasingly emphasized in personality functioning, since it appears to be related to several classes of behavior. It is also being considered as an important construct in cross-cultural research. Cross-cultural comparisons are particularly important, not just because they may ultimately mediate group differences in certain kinds of behavior, but also because of their implications with respect to the antecedents of internal-external beliefs. The Intellectual Achievement Responsibilities Questionnaire (IAR) was administered to 194 U.S. adolescents, half males, half females. A translated version of the IAR Was administered to the same number of Chinese adolescents in the northern part of Taiwan. The results showed that in comparison with Chinese adolescents, U.S. adolescents were more internal in the attribution of their successes but more external in the attribution of their failures.

Furthermore, American subjects were more internal in the attribution of their successes than their failures while the opposite was true for Chinese adolescents. (Author/BZ)

ED 284 789 SO 018 229

The Greek Education System, Brussels 1986.
EURYDICE Central Unit, Brussels (Belgium).
REPORT NO.- ISBN-2-87116-048-1
PUB DATE- May 86
NOTE- 147p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Curriculum Research; *Degree Requirements; *Degrees (Academic); Educational Finance; *Educational Policy; Elementary Secondary Education; Foreign Countries; Higher Education; Migrant Children; Preschool Education; Private Education; *School Demography; Second Language Instruction; Special Education; Technical Education; Vocational Education
IDENTIFIERS- *Greece

The educational policy of the Greek government rests on the basic assumption that education is a social good and something to which every citizen has a right. The state has an obligation to ensure this provision for every young person with the same level and quality of preparation. This brief but full description of the state educational system endeavors to give practical effect to the provisions on education in the Greek Constitution. A special chapter deals with the effects of the recent changes on the private education sector. Further chapters provide a summary of the Ministry's positions regarding special education, the movement of young people into working life, the education of the children of Greek migrant workers, and the education of children from foreign countries. (BZ)

ED 284 805 SO 018 302

Chilcott, John H.
The Social Studies and Institutional Change.
PUB DATE- Jun 87
NOTE- 14p.; Paper presented at the Annual Meeting of the Social Science Education Consortium (Logan, VT, June 11, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Anthropology; Cultural Traits; *Culture; Culture Conflict; Curriculum; *Curriculum Design; *Curriculum Development; Interdisciplinary Approach; Social Sciences; *Social Studies
IDENTIFIERS- *Cultural Anthropology; Kuhn (Thomas S)
This paper is based on the assumption that each school creates its own culture and that comparisons between a tribal society and a school society might prove profitable as a heuristic device to learn how change might be more effectively approached by change agents. Studies of the impact of western technology on tribal societies have suggested that material objects are more easily borrowed and integrated into an existing culture than ideas since objects need little explanation of their utility. Additive integration is the process of adding a new culture trait to the existing culture, since the new element is merely added to the culture inventory without changing it. Some of the variables to be considered when introducing directed change into a system are: the nature of the agent of change, the expectation for change within the school, the margin of security shared by members of the system, and the time factor. If change is occurring on a large-scale basis throughout social studies education such as occurred in the sciences (Kuhn, 1970), social studies educators would do well to study the model used by Rex Hutchens in his study of the education of Cuban women. Hutchens' model for studying culture change is based on the Kuhn-Wallace culture change model. Hutchens studied how the mass media focused the public's attention on innovation and how political units refined and reinforced the innovation as the program was made operational. (SM)

ED 284 863 SP 029 248

John, Martha Tyler; Nksibandze, E. Nokulunga
Socio-Economic Implications of Research for Pre-School Training Programs.
PUB DATE- Jul 87
NOTE- 23p.; Paper presented at the World Assembly of the International Council on Education for Teaching (34th, Eindhovern, Netherlands, July 20-24, 1987)
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Attendance Patterns; *Cognitive Development; Foreign Countries; *Piagetian Theory; *Preschool Education; Primary Education; Sex Differences; *Socioeconomic Influences
IDENTIFIERS- *Swaziland
The primary objective of this research was to provide fundamental information about the relationship between social milieu, preschool experience, and children's ability to perform logical thinking tasks, and also about the implications of these factors for educational programs pertaining to the development of preschool teachers and administrators. The research was carried out in the Kingdom of Swaziland, Africa, during the 1984-85 academic year. A total of 402 subjects from preschool, first, second, and third grades were given manipulative materials that were culture appropriate. They were then given a series of questions about the materials in their mother tongue. Findings regarding socioeconomic status and preschool influence are described and specific suggestions for teacher training are provided. (Author/MT)

ED 284 935 UD 025 675

Wetzel, James R.
American Youth: A Statistical Snapshot.
William T. Grant Foundation, Washington, DC. Commission on Work, Family, and Citizenship.
PUB DATE- Jun 87
NOTE- 44p.
AVAILABLE FROM- William T. Grant Foundation Commission on Youth and America's Future, Suite 301, 1001 Connecticut Ave., N.W., Washington, DC 20036-5541.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Cohort Analysis; *Demography; Dropouts; *Employment; Ethnic Groups; Graduation; Hispanic Americans; *Population Trends; Pregnancy; Secondary Education; *Sociocultural Patterns; *Student School Relationship; Young Adults; *Youth Problems

This report presents and analyzes statistical data on the status and condition of American youth, ages 16-24. A brief commentary on the problems of collecting data concerning Hispanic youth precedes the report's seven main sections, which deal with the following topics: population; marriage; childbearing and living arrangements; family income and poverty; education; employment and unemployment; health; and youths and the law. Highlights of the report are summarized and include the following: (1) The number of American youth is shrinking dramatically, and is expected to fall by 21 percent between 1980 and 1986. Minority youth are expected to bear a disproportionate burden of the problems ensuing from this population decline. (2) Of young adults ages 25-29, 86 percent are high school graduates, twice the percentage of 1940. The school dropout rate continues to decline, but students from poor families, regardless of race, are three to four times more likely to drop out. Twenty-two percent of all 25-29 year-olds have completed 4 years of college. (3) Three-fourths of 16-24 year-olds worked for pay sometime during 1985 and 30 million had individual income, but unemployment remains a serious problem for young people, especially black youth. (4) There are fewer young mothers today, but the percentages of unwed teenage mothers has risen, especially among poor youth. In 1985, 30 percent of the family households headed by youths had incomes below the poverty level. More than half of all youth are still living at home. (KH)

ED 284 730 SE 048 275

Coburn, Terrence
How to Teach Mathematics Using a Calculator. Activities for Elementary and Middle School.
National Council of Teachers of Mathematics, Inc., Reston, Va.
REPORT NO.- ISBN-0-87353-245-7
PUB DATE- 87
NOTE- 63p.
AVAILABLE FROM- National Council of Teachers of Mathematics, 1906 Association Dr., Reston, VA 22091.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Calculators; Cognitive Processes; Computation; *Elementary School Mathematics; Elementary Secondary Education; Mathematical Concepts; Mathematics Education; *Mathematics Instruction; *Mathematics Skills; Middle Schools; Problem Solving; Secondary School Mathematics; Teaching Methods
IDENTIFIERS- *National Council of Teachers of Mathematics

The National Council of Teachers of Mathematics (NCTM) has stated that mathematics programs should take full advantage of the power of calculators at all grade levels. This recommendation urges that students be provided access to calculators, and that calculator use be integrated into the core mathematics curriculum on a regular basis. This booklet provides examples of how the calculator can be used as an instructional tool in elementary and middle schools. It demonstrates how the calculator can be used to assist in the development of concepts, help reinforce skills, promote higher-level thinking, and enhance problem-solving instruction. The document contains: (1) a brief discussion of some of the important instructional uses of the calculator; (2) considerations for selecting calculators for the classroom; (3) activity pages, grouped by mathematical skill; (4) teacher notes for each activity (including the purpose, appropriate grade range, calculator keys used, and an answer key); and (5) sample tests with an answer key. The sample tests can be used for pretesting and posttesting students. The activity pages are perforated for duplication for classroom use. (TW)

ED 284 745 SE 048 290

Hanks, J.
Human Populations and the World Conservation Strategy. Commission on Ecology Paper Number 11.
International Union for Conservation of Nature and Natural Resources, Morges, (Switzerland).
PUB DATE- 87
NOTE- 35p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agriculture; *Conservation (Environment); Depleted Resources; Energy Conservation; *Environmental Education; *Global Approach; Glossaries; Natural Resources; *Population Education; *Population Growth; *Population Trends; Professional Associations; Quality of Life; Soil Conservation; Water Quality
IDENTIFIERS- *World Conservation Strategy
This document serves as a supplement to the World Conservation Strategy (WCS) and outlines some of the critical aspects of the interaction between human populations, natural resources, and social and economic conditions. Particular emphasis is placed on the importance of planning with people, and on packaging conservation programs so they are more likely to be accepted by people suffering from the effects of poverty. Critical areas of concern are addressed in sections dealing with: (1) population growth; (2) agriculture and declining food production; (3) soil erosion; (4) loss of biological diversity; (5) reduction of forests and open woodlands; (6) declining water quality; and (7) resource destruction and pollution associated with human demand for energy. The conclusions and recommendations urge every country to introduce a population policy that defines optimum size. Included are recommendations for action by the International Union for Conservation of Nature and Natural Resources (IUCN), and a glossary of terms. (TW)

ED 284 760 SE 048 305

Knapp, Michael S.; And Others
Opportunities for Strategic Investment in K-12 Science Education. Options for the National Science Foundation. Volume 1: Problems and Opportunities.
Stanford Research Inst., Menlo Park, Calif.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
REPORT NO.- SRI-P-1809
PUB DATE- Jun 87
NOTE- 286p.; For a summary report of this study, see SE 048 304; for volume 2, see SE 048 306.
CONTRACT- SPA-8651540
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143)
DESCRIPTORS- Change Strategies; *Elementary School Mathematics; *Elementary School Science; Elementary Secondary Education; Engineering Education; Federal Aid; *Federal Government; Inservice Teacher Education; Mathematics Curriculum; Mathematics Education; Mathematics Instruction; National Programs; Science and Society; *Science Curriculum; Science Education; Science Instruction; *Secondary School Mathematics; *Secondary School Science
IDENTIFIERS- *National Science Foundation

Presented in this volume is the final report of the first phase of a study designed to assess initiatives available to the National Science Foundation (NSF) to address problems and opportunities in K-12 science education. The report begins with a discussion of NSF's mission in K-12 science education, followed by a review of the problems that limit the pool of competent, interested science learners up to the age of 18. The remainder of the document is organized as a series of stand-alone essays, providing detailed discussions of ten opportunities for NSF investment. These opportunities are categorized as: (1) opportunities related to appropriate content and approaches; (2) opportunities related to the community of professionals concerned with education in the sciences; and (3) opportunities related to the infrastructure for education in the sciences. Each essay reviews the nature of the opportunity and rationale for NSF's involvement, NSF's programs in relation to this opportunity, and promising initiatives for NSF's investment. Appended is a table listing these promising initiatives according to the opportunity to which it relates, and showing estimated measures needed for each initiative over the next five years. (TW)

ED 284 819 SO 018 369

Ruzek, Sheryl, Comp.; And Others
Syllabi Set on Women, Health and Healing: Fourteen Courses.
California Univ., San Francisco. Dept. of Social and Behavioral Sciences.
SPONS. AGENCY- California Univ., San Francisco. School of Nursing.; Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 86
NOTE- 188p.; For related documents, see SO 018 368 and SO 018 370. Some pages contain light type.
AVAILABLE FROM- University of California, San Francisco, Women, Health and Healing Program, Department of Social and Behavioral Sciences, N-631-Y, San Francisco, CA 94143-0612.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Anthropology; Children; *Course Descriptions; Course Objectives; Course Organization; Cross Cultural Studies; Curriculum Guides; Family Health; *Females; Feminism; *Health; Health Conditions; *Health Education; Higher Education; Historiography; Policy Formation; Pregnancy; Reproduction (Biology); Sex; Sex Role; Sexuality; Social Science Research; *Sociocultural Patterns; *Womens Studies

Compiled with the goal of developing social science perspectives on women's health and on topics at the intersection of social science and clinical issues, the syllabi included were developed by faculty teaching in the Women, Health and Healing Program at the University of California, San Francisco. The courses here are directed at upper division undergraduate and/or graduate students predominantly in sociology, anthropology, social work, public health and nursing. While some predominantly clinical references are included, efforts in that direction are limited. This bibliography includes citations from major nursing journals, feminist scholarly journals, and major medical journals. (BZ)

ED 284 833 SP 028 943

Schempp, Paul G.
A Study of Lortie's "Apprenticeship-of-Observation" Theory in Physical Education.
PUB DATE- Apr 87
NOTE- 9p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Beginning Teachers; *Educational Theories; Elementary Secondary Education; Higher Education; Physical Education; *Physical Education Teachers; Preservice Teacher Education; Socialization; *Staff Development; *Student Teachers; *Teacher Orientation; Teaching Experience
IDENTIFIERS- *Apprenticeship of Observation Theory
This study tested the reliability of Lortie's (1975) "apprenticeship-of-observation" theory in the development of physical education teachers. The theory suggests that beginning teachers' socialization into teaching starts when they are students and serves to perpetuate traditions at the expense of reflective and informed change. Forty-nine physical education student teachers filled out report forms before and after a 10-week student teaching experience detailing "critical incidents" that were indicative of good or poor teaching. Analysis of data derived from these reports indicated that teachers became acquainted with the tasks of teaching during their apprenticeship-of-observation and that teachers appeared to begin their identification as teachers during their apprenticeship. Assessments of teaching technique were similar both prior to and after entry into the teaching role. Because the apprenticeship represented an analysis of personal experience, a teacher's analytic orientations toward the work of teacher were individualistic. It is concluded that physical education teachers, like their classroom counterparts, appear to serve an apprenticeship-of-observation while students in public schools. The apprenticeship period informs the prospective physical education teacher of the tasks of teaching, establishes assessment strategies for determining the quality of teaching, and provides the analytic orientation toward their professional work. (CB)

ED 284 848 SP 029 211

Blann, Wayne; Zaichkowsky, Leonard
Career/Life Transition Needs of National Hockey League Players and Career-Life Transition Needs of National Hockey League Players: Spouses Perspectives. Final Reports Prepared for the National Hockey League Players' Association.
PUB DATE- Apr 87
NOTE- 11p.; Paper presented at the National Convention of the American Alliance for Health, Physical Education, Recreation and Dance (Las Vegas, NV, April 13-17, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

Reports - Research/Technical (143)
DESCRIPTORS- *Athletes; *Career Change; Career Development; Educational Attainment; *Ice Hockey; Life Style; *Midlife Transitions; Quality of Life; *Spouses
Two surveys were conducted regarding the career and life transition needs of National Hockey League (NHL) players and their spouses. The Professional Athletes' Career Transition Inventory was distributed to player representatives and members of eight NHL teams. Results revealed that 85 percent of players believed it important that help be provided for planning post-sport careers. Favorably perceived programs helped players to understand and relate their personal strengths, interests, and skills to appropriate careers, develop education and career plans, and understand and relate specific education, certification, licensing, and other training programs to appropriate careers. Half of the players indicated that they will delay planning a post-sport career, although most players believed that their post-sport career will be critical to their life satisfaction after their sport career ends. Almost all players believed that the NHL Players' Association should be involved in helping them with post-sport career planning. Data obtained from 123 spouses of NHL players revealed that they also felt it important that help be provided in planning post-sport careers and that the NHL Players' Association should be involved. Most spouses believed that such help should be provided during their husbands' playing careers. Most spouses planned to change to improve their employment status after their husbands' playing career ended. About 85 percent of wives stated that their most important current role was supporting their husbands' playing career. (CB)

ED 284 907 TM 870 466

Jones, Dionne J.
Cognitive Styles: Sex and Ethnic Differences.
PUB DATE- Nov 86
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, November 13-15, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Academic Achievement; Black Culture; Black Students; *Cognitive Style; *Cultural Traits; *Field Dependence Independence; Higher Education; Learning Processes; Literature Reviews; Mathematics Education; *Racial Differences; Science Careers; Science Education; Secondary Education; *Sex Differences; Sex Role; Socialization; Spatial Ability

This paper reviews the hallmark studies of field dependence-independence and considers the evidence for sex and ethnic differences in cognitive style. Research has traditionally linked females' early verbal superiority with field dependence and males' superior visuospatial skills with field independence. Studies challenging this picture cite factors that may be generating these performance differences, including noncomparable math background and divergent socialization of boys and girls. Cross-cultural studies indicate a relation of cognitive style differences to the degree of sex-role differences enforced in the culture. Various factors in the culture of black Americans are seen as promoting cognitive style differences and greater field dependence. These include kinetic-tactile rather than visual information processing emphasis and a person-oriented rather than object-oriented cue selection style. These differences may place black students at odds with the dominant style expected in school curricula, especially in math and science. However, black students are more likely to excel in math/science and choose science-related careers if they establish a strong relationship and perhaps role identifcation with a math/science teacher. The paper offers various ways to enhance learning environments by accommodating to cognitive style differences. (LPG)

ED 284 949 UD 025 781

Hale, Phale D.; Maynard, Larry O.
Effective Information Dissemination and Recruitment Strategies for Magnet Schools.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 87
NOTE- 26p.; In: Planning and Developing Magnet Schools: Experience and Observation; see UD 025 778.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; Admission Criteria; Elementary Secondary Education; Equal Education; Information Dissemination; *Magnet Schools; Program Design; Program Evaluation; *Program Implementation; *School Desegregation; *Student Recruitment; *Urban Schools; *Voluntary Desegregation
This paper reviews research on pupil recruitment strategies and admission policies for magnet programs and their impact on equal access. It is also based, in part, on a survey of 56 magnet school administrators whose programs are funded by the Magnet Schools Assistance Program. The paper is divided into six main sections. Section 1 discusses magnet school information dissemination strategies generally, focusing on these issues: (1) who should be responsible for information dissemination; (2) commonly used types of dissemination strategies; (3) the effectiveness of these strategies in informing potential students; and (4) how to best target the dissemination effort. Section 2 describes the limitations of needs assessment surveys. Section 3 presents a sample information dissemination/recruitment plan which shows how plans can be shaped to respond to particular objectives. Section 4 focuses on the role of building-based staff in the recruitment process. It advises that program planners avoid making school staffs feel that their best students are being "skimmed off." Section 5 provides an overview of the variety of student selection criteria used by magnet schools, and focuses on the most common object, equal access. The most commonly used criteria are racial balance, academic ability, ability in curricular area of magnet, location of residence, and interest. Conclusions are presented in Section 6, which describes how equity problems in admissions policy can arise after a magnet school attracts a particular population. (KH)

ED 284 790 SO 018 240

Semaan, Leslie
China.
Victoria International Development Education Association (British Columbia).
SPONS. AGENCY- Canadian International Development Agency, Ottawa (Ontario).; Employment Immigration Canada, Ottawa (Ontario).
PUB DATE- 85
NOTE- 112p.; For related documents, see SO 018 241-246. Some pages printed on colored paper.
AVAILABLE FROM- Victoria International Development Education Association, 407-620 View Street, Victoria, British Columbia, Canada V8W 1J6 ($15.00, Slide-Tape: $50.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Agriculture; *Asian History; *Asian Studies; Creative Art; *Cultural Traits; Educational Practices; *Ethnic Groups; Family Life; Food; Foreign Countries; Health; Industry; Instructional Materials; Leisure Time; Mass Media; Religion; Rural Areas; Secondary Education; Social Studies; Transportation; Urban Areas
IDENTIFIERS- *China
China has the longest continuous civilization in the world--about 4000 years. Another reason to study China is its sheer size in both area and population. This text gives students the opportunity to explore those aspects of Chinese life which have changed in recent years. The extensive history and religion sections allow these changes to be seen in the light of China's ancient past. The text is divided into units according to subject areas such as the land, cities, and history. A suggested activities section consists of a series of questions, discussions topics, activities, quizzes, and research projects. These correspond directly to the textual material. The slide-tape script can be used on its own to add to the teacher's knowledge of the country or it can be used in conjunction with the slide-tape, which is sold separately. Also included are a glossary, and suggested reading list. (BZ)

ED 284 864 SP 029 249

Incentive Programs for Teachers.
District of Columbia Public Schools, Washington, D.C.
PUB DATE- Jul 87
NOTE- 24p.; Paper presented at the World Assembly of the International Council on Education for Teaching (34th, Eindhoven, Netherlands, July 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Beginning Teachers; College School Cooperation; Elementary Secondary Education; Higher Education; *Incentives; Inservice Teacher Education; *Instructional Improvement; Masters Programs; *Mentors; Teacher Motivation; *Teacher Orientation; Teacher Recruitment; Teacher Supervision
IDENTIFIERS- *Beginning Teacher Induction; *District of Columbia

In fiscal year 1983-84 the budget of the District of Columbia Public Schools (DCPS) included funds for a study of viable methods to increase professionalism among the teaching force. After careful and well documented research, the DCPS administration and the School Board chose to establish a teacher incentives program. In 1985 the Intern-Mentor Teacher Program was developed and implemented by teachers, parents, administrators, and community organizations. Program objectives are to identify and recruit promising, career-committed new teachers, initiate them into teaching through the supervisory assistance of mentors, and retain their services through various incentives, including attractive starting salaries, regular increases, recognition of outstanding service, and out-of-city travel to permit them to see significant innovative approaches to classroom instruction. An important part of this reform has been the creation of a consortium of colleges and universities to offer graduate degree programs to the intern teachers, the cost of which is partially underwritten by the school system. In this report, the components of the Intern-Mentor Teacher Program are detailed, the evaluation of the program's first year is summarized, and future directions of the teacher incentives program are discussed. (Author/MT)

ED 284 879 TM 870 403

Stanley, Cheryl; And Others
Houston Independent School District: Elementary School Profiles, 1985-1986.
Houston Independent School District, Tex.
PUB DATE- Oct 86
NOTE- 416p.; For the secondary school profiles, see TM 870 404.
LANGUAGE- English
EDRS Price - MF01/PC17 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Numerical/Quantitative Data (110)
DESCRIPTORS- Elementary Education; Magnet Schools; *Profiles; *School Demography; *School Statistics; *Scores; Standardized Tests; *Testing Programs
IDENTIFIERS- *Houston Independent School District TX; Iowa Tests of Basic Skills; Texas Educational Assessment of Minimum Skills
This is one of a series of annual reports which describe standardized test performance of elementary school pupils in the Houston Independent School District (HISD). Tests reported include the Iowa Test of Basic Skills (ITBS) and the Texas Educational Assessment of Minimum Skills (TEAMS). In addition to achievement scores, this report contains information about the students, staff, expenditures, and instructional programs which play a role in student achievement at each campus. Prefatory information provides a framework for the appropriate interpretation of the data. Campus profiles on each of the 166 elementary schools contain information on the following: grade levels, enrollment, cluster manager, school organization code number, school mail route, magnet school, per pupil expenditures, educational staff members, average class size, professional staff per pupil ratio, racial and ethnic percentage, free and reduced lunches, student attendance rate, mobility, special education, percentage of limited English proficient, teacher attendance rate, number of teachers with advanced degrees, teacher experience, special instructional programs, student transfers, receiving schools, and test data. Special instructional programs included in profiles are basic skills, bilingual, Chapter 1, magnet, special education, and supplemental. (LMO)

ED 284 893 TM 870 440

Manning, Thurston E.
The Why, What, and Who of Assessment: The Accrediting Association Perspective.
PUB DATE- 86
NOTE- 10p.; In: Assessing the Outcomes of Higher Education; see TM 870 436.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accrediting Agencies; *Agency Role; Colleges; *Educational Assessment; Educational Testing; Evaluation Criteria; Evaluation Problems; Higher Education; *Institutional Evaluation; *Measurement Objectives; Organizational Objectives; *Outcomes of Education; State Programs; Testing Programs
Accrediting associations assess colleges in order to find out what has been accomplished, and to find out how it might be better accomplished. Assessment of educational outcomes can be a useful way to demonstrate the success of alternative means. However, accrediting agencies do not rely exclusively on outcome measures, since they only assess what has been effective in the past. Outcome measures do not necessarily assess current conditions or predict the future. Accrediting agencies assess students, institutions, and programs according to the institutions stated purposes and objectives, which include the educational achievements of their students. The acceptability of the institutional objectives may also be examined. There is no national agreement, given the heterogeneity of American higher education, on the definition of what it means to have earned a particular degree. Assessment should be performed by the accrediting agencies, the institution, and the states. Difficulties associated with assessment include the complexity of goals, participants, and outcomes; use of the information; the temptation to use shortcuts; and the need for better measurement techniques. (GDC)

ED 284 921 UD 025 649

The Center for Educational Leadership. Project Basics Information Package. Sustaining Innovations: Establishing the Center for Educational Leadership.
New York Urban Coalition, N.Y.
PUB DATE- Jul 86
NOTE- 9p.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrator Education; *Educational Innovation; Educational Planning; Elementary Secondary Education; *Leadership Training; Parent Workshops; Program Implementation; *School Effectiveness; Urban Education

The Center for Educational Leadership was established in New York City in 1984 to meet the objective of institutionalizing the effective leadership and staff development practices necessary to sustain school improvement. It is a catalyst and a facilitator which enables educational leaders to apply their instructional and management expertise throughout school districts as well as in individual schools. Based on knowledge learned from school improvement projects, this center uses the participation of a cross-section of educational leaders to develop its programs. Current program strategies are the following: (1) hands-on workshops for school leaders; (2) seminars and conferences for administrators, teachers, and parent leaders; (3) interest groups focusing on specific educational issues and professional development; (4) on-site consultation in schools to enhance the application of new knowledge and practices learned at the center; (5) site visits to exemplary programs; (6) resource linkages between schools and other organizations; (7) information dissemination through its own library; and (8) research, development, and policy formation. Expected outcomes of the center are excitement about real achievement, capacity building, new points of emphasis for schools, and positive influences on educational policy. (VM)

ED 284 775 SO 018 167

The Middle East in Conflict. Strategies and Worksheets: Experimental.
New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.
PUB DATE- Nov 83
NOTE- 52p.
AVAILABLE FROM- Board of Education of the City of New York, 131 Livingston Street, Room 617, Brooklyn, NY 11201 ($4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Curriculum Guides; Educational Games; *Educational Resources; Instructional Materials; Learning Activities; *Learning Modules; *Learning Strategies; Secondary Education; Simulation; *Social Studies; United States Government (Course); World History
IDENTIFIERS- *Israel; *Palestine; Palestine Liberation Organization

This curriculum guide presents strategies for teaching a unit on the Middle East conflict including a rationale, performance objectives, background information, and questions. Worksheets contain simulations, poetry, and news stories which are used to teach the origins of and issues concerning the conflict. A simulation of the 1897 Zionist Congress is used to teach about the founding of modern Zionism. The British Government's role in creating a Jewish homeland is explained by reading and discussing the Balfour Declaration. The conflicting claims to Palestine are explored through a simulated United Nations General Assembly meeting. The Arab-Israeli war following the 1948 British withdrawal is studied through reading original news stories. The increasingly militant tactics of Palestinian Arabs are explored through an interview with Yasser Arafat adapted from The Link, and an interview with Moshe Shamir adapted from The Nation. Contrasting views of the Israeli invasion of Lebanon are presented through news articles adapted from the New York Times. (SM)

ED 284 806 SO 018 307

Smith, John Kares
Experiential Learning and the Liberal Arts.
PUB DATE- 2 Oct 86
NOTE- 7p.; Paper presented at the Annual Conference of the New York Cooperative Experiential Education Association (12th, Albany, NY, October 2, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Curriculum Development; *Experiential Learning; Foreign Countries; *Higher Education; Humanistic Education; *Liberal Arts; *Non Western Civilization; Social Experience; Sociocultural Patterns
IDENTIFIERS- *Asia (Central)
True "liberal learning" often occurs far from our campuses and direct influence. The Ladakhi, a non-western culture located between Tibet, China, and Pakistan, passed on "liberal learning" as part of its communal experience. The Ladakhis were wealthy, self-sufficient, lived in roomy houses, had zero "gross national product," no crime, and much leisure. After other cultures converged on the Ladakhis, many changes took place. Western schools were built with traditional western curricula. The Ladakhi children could no longer survive in their culture after being educated in these western values, showing the centrality of experience to a liberal education. The best education is liberalizing and distinctions made between "liberal arts" and "applied arts" are very likely false. The job of educators is to help illuminate how real life experiences have already been shaped into liberal arts. The job in experiential education is to weld experiential learning options onto liberal arts programs showing the symbolic relationship between liberal learning and human experience. (SM)

ED 284 936 UD 025 680

A Call to Action: A Report From the CED/Urban League Community Task Force on Education.
Urban League of Rochester, Inc., N.Y.
PUB DATE- 6 Mar 86
NOTE- 36p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Academic Achievement; Community Involvement; *Dropout Prevention; Educational Change; Educational Environment; *Educational Quality; Elementary Secondary Education; Parent Participation; *Public Schools; *School Effectiveness; School Holding Power; Teacher Effectiveness; *Urban Education
IDENTIFIERS- *Rochester City School District NY

In 1985 the Center for Educational Development (CED) and the Urban League began an initiative to improve the public schools in Rochester, New York. This was in response to growing concern and supporting evidence about young people dropping out of school and/or receiving an inadequate education. Task forces were convened to study the issues behind these educational problems and to make recommendations to various interest groups. This report presents the recommendations and suggests strategies for their implementation. It was recommended that the school district work toward: (1) greater parent participation; (2) greater teacher professionalism; (3) greater pupil participation; (4) greater cultural understanding; (5) greater academic rigor; (6) a better teaching and learning environment; (7) better services to students; (8) better transportation services; (9) more school district participation in the community. Other suggestions addressed to parents and students encouraged more appreciation and support of the school system. Teachers were in turn asked to become more effective in their relationships with parents and students. Other suggestions were directed to these groups outside of the school system: (1) the business community; (2) community groups; (3) human service agencies; (4) cultural organizations; (5) religious institutions; (6) institutions of higher learning; (7) libraries; (8) departments of recreation; and (9) the media. (VM)

ED 284 731 SE 048 276

Strawitz, Barbara M.; Malone, Mark R.
The Influence of Field Experiences on Stages of Concern and Attitudes of Preservice Teachers toward Science and Science Teaching.
PUB DATE- Apr 84
NOTE- 19p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (57th, New Orleans, LA, April 28-30, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Science; Elementary Education; *Elementary School Science; Experiential Learning; *Field Experience Programs; Field Instruction; Higher Education; Inquiry; *Methods Courses; *Preservice Teacher Education; Science Curriculum; Science Education; *Science Instruction; Science Teachers; Scientific Attitudes
The purpose of this study was to investigate whether the field experience component of an undergraduate science methods course for preservice elementary school teachers was effective in: (1) shifting student concerns about science teaching from concerns about themselves to concerns about the impact of inquiry-oriented science programs on pupils; and (2) improving student attitudes toward science and science teaching. The influence of a number of variables such as age, grade point average, and school assignment on the dependent measures was also examined. Results indicated that science methods students working with teachers and children in schools did not show a significant shift from self to task and impact concerns. The students did show a significant change in attitudes toward science, but it was questioned as to whether or not the field experience component was responsible for the change. (TW)

ED 284 746 SE 048 291

Kaplan, Rochelle G.
The Development of Mathematical Thinking as a Function of the Interaction between Affective and Cognitive Factors.
PUB DATE- 18 May 87
NOTE- 15p.; Paper presented at the Annual Meeting of the Jean Piaget Society (17th, Philadelphia, PA, May 28-30, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Achievement Gains; *Affective Measures; *Cognitive Development; Cognitive Measurement; Cognitive Processes; Cognitive Structures; Elementary Education; *Elementary School Mathematics; *Learning Strategies; Mathematical Concepts; Mathematics Achievement; Mathematics Education; Mathematics Instruction; *Mathematics Skills; *Student Motivation
It is generally accepted that mathematical reasoning, like language acquisition, is part of normal cognitive development. This paper proposes that other variables must be considered when explaining the differences in the acquisition of mathematical reasoning skills in young children. Considered is some of the evidence that suggests that certain patterns of affective and motivational characteristics relate to the quality of children's mathematical thinking; this includes not only such thinking as measured by academic achievement tests, but also strategies individuals use to obtain their answers. Also discussed is the nature of certain patterns of affective, motivational, or personal characteristics that are related to, yet go beyond, the development of purely cognitive differences. Based on the observation of videotapes of teachers and young children engaged in mathematical activities, it is suggested that different types of non-cognitive behaviors are associated with the development of certain kinds of mathematical thinking. The results indicated a difference between learners who were classified as pro-mathematical thinkers with those categorized as anti-mathematical thinkers. (TW)

ED 284 761 SE 048 306

Knapp, Michael S.; And Others
Opportunities for Strategic Investment in K-12 Science Education. Options for the National Science Foundation. Volume 2: Groundwork for Strategic Investment.
Stanford Research Inst., Menlo Park, Calif.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
REPORT NO.- SRI-P-1809
PUB DATE- Jun 87
NOTE- 312p.; For a summary report of this study, see SE 048 304; for volume 1, see SE 048 305.
CONTRACT- SPA-8651540
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Descriptive (Program/Project Descriptions) (141)
Reports - Research/Technical (143)
DESCRIPTORS- Change Strategies; Computer Science Education; *Elementary School Mathematics; *Elementary School Science; Elementary Secondary Education; *Federal Aid; Federal Government; Mathematics Curriculum; Mathematics Education; Mathematics Instruction; Minority Group Children; Professional Associations; Science and Society; Science Curriculum; Science Education; Science Instruction; *Secondary School Mathematics; *Secondary School Science; Teacher Education
IDENTIFIERS- *National Science Foundation
In March, 1986, the National Science Foundation (NSF) commissioned a study designed to assess initiatives available to NSF to address problems and opportunities in K-12 science education. The first part of this volume presents a detailed discussion of "core functions" for the NSF in K-12 science education (promoting professional interchange, building the base of information and knowledge about science education, and supporting innovation). Part 2 of the document discusses the basis for strategic investment in three key areas. These are: (1) designing initiatives; (2) developing an overarching strategy; and (3) building NSF's strategic capacity. The volume's remaining three parts include a discussion of study methods, a summary of NSF's 30-year history of funding in K-12 science education, and three commissioned papers (regarding NSF's role in mathematics education, computer science education, and efforts to serve minority students in science). The appendix contains tables delineating the suggested initiatives to implement overarching strategies, along with resource estimates indicating the funds needed for each initiative over the next five years. (TW)

ED 284 820 SO 018 370

Clarke, Adele, Ed.; And Others
Teaching Materials on Women, Health and Healing.
California Univ., San Francisco. Dept. of Social and Behavioral Sciences.
SPONS. AGENCY- California Univ., San Francisco. School of Nursing.; Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 86
NOTE- 151p.; For related documents, see SO 018 368-369.
AVAILABLE FROM- University of California, San Francisco, Women, Health and Healing Program, Department of Social and Behavioral Sciences, N-631-Y, San Francisco, CA 94143-0612.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Cross Cultural Studies; *Curriculum Development; Curriculum Research; Educational Resources; *Females; Feminism; Health; *Health Education; Higher Education; *Minority Groups; *Policy Formation; Sex Role; Social Science Research; Sociocultural Patterns; *Womens Studies

Curriculum development in women's health has undergone a transformation over the past 15 years based on the availability of teaching resources. Today, the range of resources for curriculum development in women's health is more intimidating than elusive. While there has been a virtual explosion of both popular and scholarly research and writing in the many areas of women's health, there has been a dearth of materials on developing curricula in these areas. This volume is designed for use by faculty in undergraduate, graduate, and health professions and educational institutions who wish to initiate or expand their curriculum in women's health. The materials in this volume are largely edited versions of papers originally presented at three Summer Institutes on Women, Health, and Healing organized by the Women, Health and Healing Program of the University of California, San Francisco. The primary focus of these working papers on curriculum development in women's health studies is on the development and enhancement of curricula through the integration of social science perspectives on women's health, through the integration of minority women's health issues, and through addressing issues at the intersection of social science and clinical concerns. (BZ)

ED 284 834 SP 028 945

Melville, D. Scott; Maddalozzo, John G. F.
The Effects a Physical Educator's Appearance of Body Fatness Has on Communicating Exercise Concepts to High School Students.
PUB DATE- 85
NOTE- 25p.; Paper presented at the National Convention of the American Alliance for Health, Physical Education, Recreation and Dance (Las Vegas, NV, April 13-17, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Exercise; High Schools; Learning Motivation; Males; *Physical Characteristics; *Physical Education Teachers; Role Models; Student Attitudes; *Student Reaction; *Teacher Effectiveness
IDENTIFIERS- *Body Composition
The purpose of this study was to determine if a male physical educator's appearance of body fatness affects his ability to teach and instill good exercise intentions in high school students. Eight hundred and fifty students viewed one of two 20-minute videotapes in which exercise concepts were presented. The tapes were identical except that in one of the tapes the instructor's body dimensions were altered by a "fat" suit. Immediately upon seeing the tape, the students completed a content examination and questionnaire. Viewers of the overweight instructor's tape scored lower on all aspects of the examination, exhibited a lesser intent to exercise, and less favorably rated the teacher's likability, expertise, and appropriateness as a role model. It was concluded that a male physical educator's appearance may be a very powerful variable mediating teacher effectiveness. A table and six figures detailing student responses are appended. (MT)

ED 284 849 SP 029 215

Digest of Certain Conclusions Reached by the Joint ILO/Unesco Committee of Experts on the Application of the Recommendation Concerning the Status of Teachers.
World Confederation of Organizations of the Teaching Profession, Morges (Switzerland).
PUB DATE- 86
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Academic Standards; *Educational Needs; Educational Objectives; Educational Policy; Faculty Development; *Professional Recognition; *Teacher Education; Teacher Effectiveness; Teacher Employment; Teacher Shortage; *Teaching (Occupation); Teaching Conditions

This document, presenting the October, 1986 Recommendation concerning the Status of Teachers, was jointly prepared by the International Labour Organization (ILO) and the United Nations Educational, Scientific, and Cultural Organization (Unesco) and adopted by a special intergovernmental conference convened by Unesco. The first section of the report details and defines specific points of the Recommendation, including what the Recommendation encompasses; the obligation of the ILO/Unesco Committee of Experts to periodically review the implementation of the Recommendation; the kinds of information the Committee takes into account, and the mandate and purposes of the Committee. Key paragraphs from the Recommendation are also provided. The second section presents historical and background information regarding the Recommendation. The third section presents the 13-section Recommendation, covering definitions, scope, guiding principles, educational objectives and policies, preparation for the profession, further education for teachers, employment and career, rights and responsibilities of teachers, conditions for effecive teaching and learning, teachers' salaries, social security, teacher shortages, and final provisions. (CB)

ED 284 908 TM 870 472

Baxter Magolda, Marcia B.
Gender Differences in Cognitive Development.
PUB DATE- Apr 87
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Development; Cognitive Measurement; *Cognitive Structures; *Cognitive Style; Cognitive Tests; College Freshmen; Critical Thinking; *Developmental Stages; *Epistemology; Higher Education; Interviews; Logical Thinking; Moral Development; Peer Relationship; *Sex Differences
IDENTIFIERS- Learning Style Inventory (Kolb); *Measure of Epistemological Reflection; *Perry Scheme of Intellectual Ethical Development; Uncertainty

Sex differences on Perry's stages of epistemological development were investigated in a study of 100 freshmen (50 men and 50 women) at a large midwestern university. A semi-structured interview probed six domains related to Perry's theory, including the role of the learner, instructor, and peers in the learning situation, the question of evaluation of learning, the nature of knowledge, and educational decision making. Students also completed the Measure of Epistemological Reflection (MER), based on Perry's first five levels, and the Learning Style Inventory (Kolb). No significant differences emerged in either MER or interview means by sex. But there was evidence of gender-related (though not gender-specific) patterns in the use of certain reasoning structures. At Position Two, where knowledge is seen as certain, females expressed hesitancy to speak in class or criticize authority. They emphasized peer-support connections in receiving knowledge. Males described an active, critical search for answers and engaged peers in argument and quizzing. At Position Three, where awareness of some uncertainty begins, females tend to adopt a subjective knowledge stance, whereas males prefer working through uncertainty with logic and debate. Data from the Learning Style Inventory was inconclusive. Educational implications are considered. (LPG)

ED 284 922 UD 025 652

Ascher, Carol
The Ninth Grade--A Precarious Time for the Potential Dropout. ERIC Digest No. 34.
ERIC Clearinghouse on Urban Education, New York, N.Y.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, D.C.
PUB DATE- Jun 87
NOTE- 5p.
CONTRACT- 400-86-0015
AVAILABLE FROM- ERIC Clearinghouse on Urban Education, Box 40 Teachers College, Columbia University, New York, NY 10027 (single copy free with stamped self-addressed envelope).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Change Strategies; Dropout Characteristics; *Dropout Prevention; *Grade 9; *High Risk Persons; *School Holding Power; Secondary Education; Student Alienation; *Transitional Programs
IDENTIFIERS- ERIC Digests
The combined effects of many social, psychological, physical and educational factors make the ninth grade a level at which students have a high potential for dropping out of school. For those ninth graders who have already experienced attendance, discipline or academic problems the risk is even greater. A number of strategies have been developed to ease the trauma of the ninth grade and to prevent students from dropping out. These strategies include the following: (1) improving articulation between high school and earlier years of schooling; (2) deferring required courses to allow room for more electives in the ninth grade; (3) decreasing feelings of alienation in the ninth grade; (4) sensitizing teachers to the problems of being a ninth grader; (5) creating alternatives to retention before the ninth grade; and (6) planning special programs to orient middle school students and their parents to high school. These approaches, either alone or in combination, can help the at-risk student without vastly changing the basic structure of the high school. (VM)

ED 284 950 UD 025 782

Pearson, William A.
Planning Resource Allocations for Magnet Schools.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 87
NOTE- 34p.; In: Planning and Developing Magnet Schools: Experience and Observation; see UD 025 778.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Finance; Elementary Secondary Education; *Magnet Schools; *Program Costs; *Program Design; Program Implementation; *Resource Allocation; School Desegregation; *Urban Schools; Voluntary Desegregation

This paper examines the range of resources required to plan, develop and implement magnet schools. Information is based on a comparative study of the relative costs of magnet and regular schools in a large, urban school district over a six-year period. Using traditional measures of per student costs, the study found that real spending per pupil has nearly doubled in the last 25 years. However, the most significant shift in resources was from salaries for classroom teachers to other types of school spending, including fixed charges (such as fringe benefits for school employees, administration, and maintenance and operation of school facilities). Examining per student costs in relation to cost/benefit theory, the study found that magnet schools may well be worth the additional expense because they produce better students and build public confidence in schools. In addition to this analysis, the paper describes a prototypical model for planning resource allocations for magnet schools. This model outlines important issues which affect the resource needs of magnet schools, including human resource and physical resource issues. This model emphasizes the considerable need for comprehensive resource planning if magnet schools are to be effective in attracting students and promoting quality education. Such a "resource leveraging" plan would both detail the costs of the many elements which make up a magnet school and identify the sources of the needed resources. Recommendations for further research are presented in conclusion. (KH)

ED 284 791 SO 018 241

Scott, Rosalind; And Others
Modern Egypt: A Development Perspective.
Victoria International Development Education Association (British Columbia).
SPONS. AGENCY- Canadian International Development Agency, Ottawa (Ontario).; Employment Immigration Canada, Ottawa (Ontario).
PUB DATE- 83
NOTE- 51p.; For related documents, see SO 018 240-246. Some pages printed on colored paper.
AVAILABLE FROM- Victoria International Development Education Association, 407-620 View Street, Victoria, British Columbia, Canada V8W 1J6 ($12.50, Slide-Tape: $50.00, 1/2" Video: $35.00, 3/4" Video: $55.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Agriculture; Beliefs; *Cultural Traits; Economics; Food; Foreign Countries; Government (Administrative Body); *Health; Language; Literature; Middle Eastern History; *Middle Eastern Studies; Religion; Rural Areas; *Social Studies; Urban Areas
IDENTIFIERS- *Egypt
Egypt is a culture which combines the traditional with the modern. This text aims to foster an appreciation of Egypt as a changing culture facing the challenges of development. Topics included are: (1) Village Life; (2) Urban Life; (3) Nile; (4) Government; (5) Agriculture; (6) Economy; (7) Health/Games; (8) Education; (9) Religion; (10) People/Beliefs; (11) Dress; (12) Food; (13) Literature; (14) Language; and (15) Dictionary. Contents are: (1) Teacher Overview; (2) Fact Sheet; (3) Presentations and Student Activities; (4) Additional Resources/Bibliography; (5) Set of Flashcards; and (6) Slide-Tape Script. (BZ)

ED 284 865 SP 029 251

O'Donnell, Asta
Keeping Fit with Asta O'Donnell. An Exercise Program for Problem Backs.
REPORT NO.- ISBN-0-9610564-0-1
PUB DATE- 82
NOTE- 103p.
AVAILABLE FROM- Asta O'Donnell, 815 North Royal Street, Alexandria, VA 22314 ($15.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Books (010)
DESCRIPTORS- Blood Circulation; *Exercise; *Human Posture; Motor Reactions; Muscular Strength; *Physical Fitness
IDENTIFIERS- *Back (Human Anatomy)

An estimated 75 million people in the United States suffer from some type of back problem. Most are caused by muscle strain and improper posture. This book describes an exercise program designed to relieve muscle strain, improve and correct posture, and reduce stress and tension. The book is divided into four sections: "Warm Ups," "Basic Exercise Groups," "Exercise Routines," and "Progress Charts." Five basic exercise groups are described. Group A reduces stress and tension in neck and shoulders and increases the neck's range of motion. Group B increases circulation in arms and hands and gives greater flexibility and strength in hands, arms, and shoulders. Group C increases circulation, flexibility, and strength in back and legs. Group D promotes flexibility in legs and lower back and strength in abdominal muscles and the seat. Group E gives greater flexibility to the lumbar section of the spine and increases strength in abdominal muscles. Four exercise routines combine movements from the basic exercise groups, each one being more difficult than the one before. Progress logs are included to record the body's reaction to the program. (MT)

ED 284 880 TM 870 404

Stanley, Cheryl; And Others
Houston Independent School District: Secondary School Profiles, 1985-1986.
Houston Independent School District, Tex.
PUB DATE- Oct 86
NOTE- 213p.; For the elementary school profiles, see TM 870 403.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Numerical/Quantitative Data (110)
DESCRIPTORS- Magnet Schools; *Profiles; *School Demography; *School Statistics; *Scores; Secondary Education; Standardized Tests; *Testing Programs
IDENTIFIERS- *Houston Independent School District TX; Iowa Tests of Basic Skills; Texas Educational Assessment of Minimum Skills

This document describes standardized test performance of pupils in secondary schools of the Houston Independent School District (HISD). Tests reported include the Iowa Test of Basic Skills (ITBS) and the Texas Educational Assessment of Minimum Skills (TEAMS). In addition to achievement scores, this report contains information about the students, staff, expenditures, and instructional programs which play a role in student achievement at each campus. Prefatory information provides a framework for the appropriate interpretation of the data. Campus profiles on each of the 67 secondary schools contain information on the following: grade levels, enrollment, cluster manager, school organization code number, school mail route, magnet school, per pupil expenditures, educational staff members, average class size, professional staff per pupil ratio, racial and ethnic percentage, free and reduced lunches, student attendance rate, mobility, special education, percentage of limited English proficient, teacher attendance rate, number of teachers with advanced degrees, teacher experience, special instructional programs, student transfers, feeder schools, receiving schools, and test data. Special instructional programs included in profiles are basic skills, bilingual, magnet, special education, and supplemental. (LMO)

ED 284 894 TM 870 441

Baker, Eva L.
Critical Validity Issues in the Methodology of Higher Education Assessment.
PUB DATE- 86
NOTE- 9p.; In: Assessing the Outcomes of Higher Education; see TM 870 436.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Students; *Educational Assessment; Educational Testing; Evaluation Criteria; *Evaluation Methods; Evaluation Problems; *Evaluation Utilization; Higher Education; *Measurement Objectives; Outcomes of Education; *Student Evaluation; *Validity
Ways to improve the validity of assessment of college students are discussed. Validity problems often have occurred because the purpose of assessment was not clear. Traditionally, college students have been tested for admission and placement. However, the results of these tests have been used for other purposes, such as comparing institutions. Whatever the intended purpose of testing, the findings from assessment are often used for something else. College students are commonly assessed for accountability, certification, or institutional self study. Assessment is an indicator of quality and is also used as an intervention for educational change. Individual instructional assessment (IIA) is proposed as an assessment model which incorporates assessment with the institution's teaching mission. IIA uses assessment to recognize ano extend individual student accomplishment. To implement the IIA system, commitment from administrators and faculty would be necessary. In addition, the measurement community would need to provide assistance, including tests, technological support, training, and recommended procedures. (GDC)

ED 284 776 SO 018 170

Ross, E. Wayne
Preservice Teachers' Perspectives Toward Secondary Social Studies Education.
PUB DATE- Apr 87
NOTE- 40p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Education Courses; Education Majors; *Higher Education; History; Schools of Education; *Secondary Education; *Social Studies; Teacher Background; *Teacher Characteristics; *Teacher Education; Teacher Education Programs; Teacher Role
IDENTIFIERS- *Naturalistic Research
This paper presents a descriptive analysis of preservice secondary social studies teachers' perspectives toward teaching in general and social studies education in particular. Twenty-five students majoring in social studies education at a large midwestern university during 1984-85, representing four major phases of the teacher education program were selected to participate. Field experiences are the most valuable part of the teacher education program according to this study. An individual's perspective may be viewed as his or her underlying rationale or theory of action. The naturalistic inquiry paradigm was used to construct the development of preservice teachers. An individual's teaching perspective is the product of his or her interaction with the teacher education program, early field experiences, and personal history biography. Continued involvement with the subject area and working with young people were the most frequently cited reasons for choosing teaching. The participants' conception of the primary purpose of social studies was to transfer knowledge and provide students with a well-rounded knowledge base. The type of knowledge considered most important for a successful teaching experience was command of general social studies content. (SM)

ED 284 807 SO 018 315

Ray, Douglas
Evaluating International Curriculum Development: Cooperation and Self-Reliance in the Social Studies of Peru, Colombia, and Venezuela.
Canadian International Development Agency, Ottawa (Ontario).
PUB DATE- Mar 87
NOTE- 24p.; Paper presented at the Comparative and International Education Society (Washington, DC, March, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Development; Curriculum Research; Developing Nations; Elementary Education; Foreign Countries; *International Cooperation; *Program Evaluation; *Social Studies
IDENTIFIERS- Colombia; Peru; Venezuela
Educational evaluation is ideally much broader than the examination of students' work at stipulated intervals. It addresses the selection of objectives, the methodology, the capability of management, the adequacy of data sources, the resources required, and even the alternative educational purposes that could be served. This study evaluates the objectives, methods, and results of the first three years of a curriculum development project that began to develop a new social studies curriculum for the first five or six grades of schooling in Colombia, Peru, and Venezuela. The evaluation is part of the process of determining whether further support from Canadian sources should be made available to the project, after an initial three year period of financing by the Canadian International Development Agency, the University of Western Ontario, and McGill University. The evaluation of the project is concerned with three levels of assessment: (1) the management; (2) teacher capacity for autonomous development of their curricula; and (3) children's growth in desired knowledge, skills, and attitudes. In conclusion, the project was termed a success despite its practical and theoretical limitations. (BZ)

ED 284 732 SE 048 277

University Funding: Information on the Role of Peer Review at NSF and NIH. Fact Sheet for the Ranking Minority Member, Committee on Appropriations, United States Senate.
General Accounting Office, Washington, DC. Resources, Community, and Economic Development Div.
REPORT NO.- GAO/RECD-87-87FS
PUB DATE- Mar 87
NOTE- 55p.
AVAILABLE FROM- U.S. General Accounting Office, P. O. Box 6015, Gaithersburg, MD 20877 (first 5 copies free; additional copies $2.00; 25% discount for 100 or more).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Awards; *College Science; Educational Finance; *Federal Aid; Federal Government; Females; *Grants; Higher Education; *Peer Evaluation; Public Agencies; Research Administration; Research and Development; *Research Universities; Science Education; Science Instruction
IDENTIFIERS- National Institutes of Health; *National Science Foundation

This report to the United States Senate deals with the systems and procedures used by various federal agencies to award research funds to universities and the resulting distribution of those funds. More specifically, it is intended to review previous studies of the relationship between the award process and distribution of federal research funds, and to describe certain award procedures of the National Institutes of Health (NIH) and the National Science Foundation (NSF). The document is divided into ten sections. The first two sections provide general background on peer review. Sections three through six describe the NSF and NIH award processes, focusing on the role of external peer reviewers and internal agency officials. The remaining four sections address the issues of fairness and accountability in the awards processes, including what past studies have shown about peer reviews. The appendices include a selected bibliography of studies of peer review, listings of resources and criteria used by NSF and NIH when selecting peer review committees, and a breakout of NSF and NIH support given to under-represented groups, institutions, women, and minorities. (TW)

ED 284 747 SE 048 292

Holtan, Boyd
Elementary Mathematics Mini-In-Services Institutes. Mathematics Higher Education Consortium. Education for Economic Security Act, Title II, Public Law 98-377. Report of Project.
SPONS. AGENCY- West Virginia Board of Regents, Charleston.
PUB DATE- Jul 86
NOTE- 103p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College Mathematics; College School Cooperation; *Course Content; Course Descriptions; Elementary Education; *Elementary School Mathematics; Higher Education; *Inservice Teacher Education; Mathematical Applications; Mathematical Enrichment; Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; *Mathematics Teachers; Teacher Response
IDENTIFIERS- *West Virginia
The consortium Mini-In-Service Mathematics Project consisted of teachers attending two three-hour graduate classes at each of seven sites in West Virginia. This document reports on the activities of the project and the results of a variety of evaluations done on and about the project. All participants completed a mathematics and a mathematics education class. Since the classes met concurrently, efforts were made to include similar topics and integrate the mathematics content and teaching methods in both classes. The report contains: (1) discussion of the organization of the project and the methods used to recruit participants; (2) description of the project program; (3) information about the participants; (4) descriptions of the activities designed to achieve quality control in the various training sites; (5) explanations and outcomes of various evaluation activities; (6) letters of support; and (7) a summary and comments made by the project coordinator. (TW)

ED 284 762 SE 048 307

Foreign Citizens in U.S. Science and Engineering: History, Status, and Outlook. Surveys of Science Resources Series Special Report, Revised.
National Science Foundation, Washington, D.C.
REPORT NO.- NSF-86-305
PUB DATE- 87
NOTE- 122p.
AVAILABLE FROM- National Science Foundation, Washington, DC 20550 (free).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- College Faculty; *College Science; Doctoral Degrees; Educational Finance; *Engineering Education; Foreign Nationals; *Foreign Students; *Foreign Workers; Graduate Study; Higher Education; Science and Society; Science Education; Technological Advancement; *Universities
IDENTIFIERS- *National Science Foundation

The growth trends in foreign involvement in United States science and engineering show no signs of changing. This situation has raised a number of questions among public and private sector science and technology policy officials regarding the possible impacts on U.S. higher education and industry. This report identifies and assembles available statistics pertaining to these issues. The report is organized into six sections. The first five sections present data on U.S. higher education at all levels. This includes information on: (1) foreign students in U.S. higher education; (2) foreign students in graduate science and engineering; (3) foreign recipients of U.S. science and engineering doctoral degrees; (4) academic employment; and (5) scientists and engineers from abroad in the U.S. work force. A final section considers alternative futures for U.S. and foreign participation in science and engineering in higher education in the United States. The information contained in the report is intended to lend perspective and understanding to the issues, and to assist in the discussion of policy issues. The appendices contain numerous technical notes and supporting statistical tables. (TW)

ED 284 821 SO 018 455

Chapman, Barbara Holland
Arts Education K-12: Teacher Handbook. North Carolina Competency-Based Curriculum Subject-by-Subject.
North Carolina State Dept. of Public Education, Raleigh.
PUB DATE- 85
NOTE- 823p.
LANGUAGE- English
EDRS Price - MF05/PC33 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Art Education; Competency Based Education; Course Objectives; Cultural Activities; *Dance Education; Design Crafts; *Educational Objectives; Elementary Secondary Education; *Fine Arts; Folk Culture; Handicrafts; Instructional Development; Music Education; Psychomotor Objectives; Speech Communication; State Curriculum Guides; Theater Arts; Visual Arts
IDENTIFIERS- *North Carolina
The North Carolina arts education curriculum encompasses K-12 programs in dance, folk arts, music, theater arts, and visual arts. It is designed to provide a scope and sequence which encourages students to develop the essential senses of sight, hearing, smell, taste, touch, and kinetic awareness. It provides opportunities to develop thinking skills as outlined in the "Florida Taxonomy of Cognitive Behavior." In addition, a program for exceptional children is included. There is an overview of educational goals from kindergarten through grade 12, major emphasis for instructional program divisions (grades K-3, 4-6, 7-8, 9-12) is delineated for each subject. Goals, objectives, and measures are developed sequentially for each subject. The major goal of the dance education program is to develop kinetic awareness in students. It is based primarily on the principles of modern dance. The music curriculum is divided into general, instrumental, and vocal music. The theater arts program serves to develop an understanding of the ideas, attitudes, beliefs, and feelings of people in different times throughout history as communicated through literature and theater. The representative media selected for the visual arts are drawing, painting, printmaking, sculpture, and fine crafts. The folk arts curriculum encompasses a variety of cultural expressions including traditional music, dance, visual arts, crafts, oral literature, and customary work practices. Appendixes include a transcript of the relevant state legislation and materials pertaining to North Carolina's standard course of study, graduation requirements, scholars' program, testing requirements and textbook adoption process. (SM)

ED 284 835 SP 028 952

Cody, Carolyn A.
Employment Trends and Opportunities for Women in Sport Leadership Positions.
PUB DATE- Apr 85
NOTE- 19p.; Paper presented at the Annual Convention of the American Alliance for Health, Physical Education, Recreation and Dance (Atlanta, GA, April 17-21, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Athletic Coaches; *Employment Opportunities; Faculty Mobility; *Females; Higher Education; High Schools; Sex Discrimination; *Womens Athletics
This presentation summarizes data available from 1972 through 1985 on employment opportunities for women in sport. Leadership roles addressed are high school coach, high school athletic director, collegiate coach, collegiate athletic director, official, athletic trainer, and sports information director. Although employment opportunities for women in athletic training look hopeful, all other occupations evidence rapid decline. Causes for declining opportunities for women in sport leadership roles are discussed. Recommendations are made for future topics which must be addressed for change to occur. (Author)

ED 284 909 TM 870 473

Raivetz, Mark J.; Bousquet, Robert J.
How They Spent Their Summer Vacation: Impact of a Tutorial Program for Students "At-Risk" of Failing a State Mandated High School Proficiency Test.
PUB DATE- Apr 87
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Cutting Scores; Elementary Secondary Education; Grade 9; *High Risk Students; *Improvement Programs; Mathematics Tests; *Minimum Competency Testing; *Program Effectiveness; Reading Tests; State School District Relationship; State Standards; Summer Programs; *Tutorial Programs; Writing Evaluation

IDENTIFIERS- *New Jersey High School Proficiency Test; Operation School Renewal NJ; Trenton Public Schools NJ
The administration of the High School Proficiency Test (HSPT) in the Trenton (New Jersey) School District and the impact of a voluntary summer tutorial program on HSPT scores were examined. New Jersey requires that all ninth graders take the HSPT, and that all school districts achieve a 75 percent passing rate to become state-certified. The same rate is required for testing in grades 3 and 6. The Trenton district, a large, urban, low socioeconomic status district, set up a summer tutorial program in reading, writing, and mathematics to improve HSPT scores. The program was funded by New Jersey's Operation School Renewal program. Students who completed the program were tested again along with the other ninth graders. Pass rates for tutorial vs. non-tutorial students were 67.6 vs. 47.6 percent in reading; 58.1 vs. 36.2 percent in mathematics; and 65.4 vs. 43.3 percent in writing. Tutorial students' mean scores were significantly higher than the non-tutorial students. Although the tutorial students' mean scores were above the passing scores in all subjects, 75 percent of the students did not achieve beyond the state standard. However, the pass rates were higher than for the whole student body, meaning the at risk students outperformed those students not at risk. (JGL)

ED 284 937 UD 025 684

The Urban Challenge. A Joint NJEA/NEA Project To Improve the Education of Children in Urban Environments.
National Education Association, Washington, D.C.; New Jersey Education Association, Trenton.
PUB DATE- 87
NOTE- 41p.; For the summary of the telephone survey, see UD 025 616.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Black Students; *Educational Finance; *Educational Improvement; Educational Policy; Elementary Secondary Education; Government Role; School Desegregation; School Role; State School District Relationship; Urban Problems; *Urban Schools
IDENTIFIERS- *New Jersey

This report on urban education in New Jersey describes major problems and presents recommendations for solving them. The report is based on a telephone survey of members of the New Jersey Education Association (NJEA) from 29 school districts identified as urban aid districts, and the recommendations were generated at roundtable discussions and two public hearings. First, the general characteristics of urban districts are discussed. The remainder of the report is divided into segments based on these key issues: school finance; inadequate facilities; class size; early childhood education; improving students' academic skills; increasing success on standardized tests; student absenteeism; counseling and support services; inadequate number of substitutes; the partnership of school staff and parents; school staff/administrative training; making sure schools work; and political interference (educational decision-making secondary to political decision-making). The basic finding reported is that New Jersey urban districts are plagued by pervasive poverty, inadequate funding, local and State administrative inefficiency, socioeconomic isolation, and racial segregation. The recommended solutions to these problems call for action from the State government, the NJEA, local administrators, local districts and administrators, colleges, parents, communities, and school staff. (KH)

ED 284 951 UD 025 783

Laws, Lee
Assessing Outcomes of Magnet Schools.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 87
NOTE- 34p.; In: Planning and Developing Magnet Schools: Experience and Observation; see UD 025 778.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Elementary Secondary Education; *Enrollment; *Magnet Schools; *Outcomes of Education; *Program Evaluation; Program Implementation; Research Utilization; *School Desegregation; Urban Schools; Voluntary Desegregation
IDENTIFIERS- *Austin Independent School District TX

This paper provides a case study of eight magnet schools in Austin, Texas, to illustrate the role of evaluation research in assessing the impact of the magnet school experience on students and parents. After an introduction, the paper describes the history of Austin's magnet schools at the elementary, junior high, and high school levels. Next, findings of the Austin Office of Research and Evaluation on parent and student outcomes are provided. They focus on the following questions: (1) Who was served in the elementary magnet school programs? (2) Who transferred to the elementary magnet programs? (3) Who was served in the Science Academy Magnet School? (4) How did entering science academy students compare to other students districtwide in terms of achievement? and (5) What gains were made by students by the end of the year? The paper then describes the impact of magnet programs on the district, focusing on enrollment by ethnicity, impact on transfers, and impact on enrollment in high school honors courses. In conclusion, it is said that these findings indicate how evaluations of magnet school programs can go beyond the simple documentation of student characteristics and description of achievement outcomes at the schools where magnets are located. (KH)

ED 284 850 SP 029 216

Girvan, James T.
The Impact of the Seaside Health Education Conference on Middle School Health Programs in Oregon.
PUB DATE- 87
NOTE- 20p.; Paper presented at the National Convention of the American Alliance for Health, Physical Education, Recreation and Dance (Las Vegas, NV, April 13-17, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Conferences; *Health Education; *Inservice Teacher Education; Middle Schools; Physical Fitness; Program Effectiveness; *Program Evaluation; Role Models; Well Being
IDENTIFIERS- Seaside Health Education Conference OR

This paper presents an evaluation of the Seaside Health Education Conference (SHEC) that, for ten years, has been held yearly for the purpose of promoting health education in Oregon schools by providing in-service programs for teachers. Each school district attending the SHEC comes as a team composed of health educators, other teachers, administrators, staff, parents, and/or school board members. During the week each team develops an "action plan" for promoting healthy lifestyles. The "action plan" demonstrates how the district will take back the concepts learned at the conference and implement them in their schools. A description is given on how an evaluation of SHEC was conducted at 14 middle schools in an attempt to measure the school and district-wide impact on school health programs of the conferences over the past decade. The overall results of the evaluation indicated schools that regularly attending the SHEC have a greater wellness emphasis and a stronger health program than those schools not attending the conference. Data tables and a two-page bibliography are included. (JD)

ED 284 866 SP 029 253

Yacenda, John
High Performance Skiing. How to Become a Better Alpine Skier.
PUB DATE- 87
NOTE- 290p.
AVAILABLE FROM- Human Kinetics Publishers, Inc., Box 5076, Champaign, IL 61820 ($12.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Athletic Equipment; Competition; Exercise; *Performance; Physical Fitness; Recreational Activities; *Skiing
This book is intended for people who desire to improve their skiing by exploring high performance techniques leading to: (1) more consistent performance; (2) less fatigue and more endurance; (3) greater strength and flexibility; (4) greater versatility; (5) greater confidence in all skiing conditions; and (6) the knowledge to participate in serious recreational skiing. Chapter I explores high performance skiing and its fundamentals. Chapter II includes practical advice for different kinds of steep terrain and snow conditions. Chapters III, IV, and VI involve skiing powder, bumps, debris, ice and slush. Chapter V discusses free skiing, gates, mistakes, and common problems. Chapter VII offers a step-by-step approach to warming up for a day of injury-free skiing. Chapter VIII looks at common technical problems and provides drills and exercises to correct them. Chapter IX reviews ski school classes and how to get the most out of them. Chapter X reveals how to use mental direction to enhance skiing. Chapter XI presents progressive principles of training to promote health and well being. The appendix describes tuning skis and choosing boots. (MT)

ED 284 895 TM 870 442

Terenzini, Patrick T.
The Case for Unobtrusive Measures.
PUB DATE- 86
NOTE- 17p.; In: Assessing the Outcomes of Higher Education; see TM 870 436.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Colleges; Cost Effectiveness; *Educational Assessment; Error of Measurement; Evaluation Criteria; *Evaluation Methods; Higher Education; *Informal Assessment; *Institutional Evaluation; *Naturalistic Observation; *Outcomes of Education; Student Evaluation; Testing Problems
IDENTIFIERS- *Unobtrusive Measures

Unobtrusive measures are recommended as a means of assessing educational outcomes of colleges. Such measures can counteract the response bias which is common in questionnaires and interviews. Outcomes researchers are, in fact, asked to supplement standard measures with unobtrusive measures. Interesting data may result from observation of students' social interaction and seating patterns, or the tenor of student graffiti and campus bulletin boards. Unobtrusive measures are warranted on the measurement grounds of reliability due to multiple measures, or increased sampling. In addition, observation of behavior is a more valid measure of attitudes than an interview in which the responses may be biases. Unobtrusive measures may be much less costly than standard tests, since conclusions may be drawn from data which have already been collected and stored. The prudence of unobtrusive measures is demonstrated by the wisdom of using multiple measures to assess something as multifaceted as the quality of a college education. Some examples of this type of measurement include the analysis of students' course-taking patterns. (GDC)

ED 284 923 UD 025 653

Grant Formulas. A Catalog of Federal Aid to States and Localities. Report to Congressional Committees.
General Accounting Office, Washington, D.C. Div. of Human Resources.
REPORT NO.- GAO/HRD-87-28
PUB DATE- Mar 87
NOTE- 405p.
AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gatithersburg, MD 20877 (1-5 copies, free, 6 or more, $2.00, 100 or more, 25% discount).
LANGUAGE- English
EDRS Price - MF01/PC17 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- *Educational Finance; *Federal Aid; Federal Government; *Federal Programs; Financial Support; *Grants; Grantsmanship; Public Support; *Resources; *State Federal Aid
IDENTIFIERS- *Funding Formulas

This report is a resource document which includes a catalog that explains how formulas for federal programs are used to allocate assistance to state and local governments. In addition, it provides information on the agencies and congressional committees that have jurisdiction over these programs, the amount of money allocated through these programs, and the sources and timeliness of the statistical data used in making funding allocations. An introduction to the catalog describes its objectives, scope, methodology, and format. The catalog itself is divided into 16 sections that provide the following information on programs of the 16 executive departments and agencies that made grants to state and local governments in fiscal year 1984: (1) program name and Catalog of Federal Domestic Assistance identification number; (2) program objectives; (3) federal agency; (4) governing authority; (5) financial information; (6) formula narrative; (7) mathematical structure; (8) definitions; (9) data sources; (10) matching requirements; (11) maintenance of effort requirement; and (12) comments. Also included are four appendixes giving summary data on formula grant programs, tables and figures of statistical data, and a glossary. (PS)

ED 284 792 SO 018 242

Scott, Rosalind; Semaan, Leslie

Fiji in the South Pacific.
Victoria International Development Education Association (British Columbia).
SPONS. AGENCY- Canadian International Development Agency, Ottawa (Ontario).; Employment Immigration Canada, Ottawa (Ontario).
PUB DATE- 84
NOTE- 47p.; For related documents, see SO 018 240-246. Document printed on colored paper.
AVAILABLE FROM- Victoria International Development Education Association, 407-620 View Street, Victoria, British Columbia, Canada V8W 1J6 ($12.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Non-Print Media (100)
DESCRIPTORS- Agriculture; *Area Studies; Creative Art; *Cultural Traits; Developing Nations; Educational Practices; *Ethnic Groups; Family Life; Food; Foreign Countries; Health; Industry; Instructional Materials; Leisure Time; Mass Media; Religion; Rural Areas; Secondary Education; Social Studies; Transportation; Urban Areas
IDENTIFIERS- *Fiji; Micronesia; *Pacific Islands; Polynesia
This text introduces Fiji and other island nations located in the Pacific, the world's largest ocean. Cut off from the world by vast expanses of water, these people developed a unique culture. Contents include: Teacher Overview, Geography of the South Pacific Islands, History of the South Pacific, Fiji, Traditional Village Life, Yaquna Ceremony, The Economy, The Coconut, Education, Health, Government, Stories from the South Pacific, Bibliography, and Suggestions for the Teacher. (BZ)

Abernathy, Mari W.
Multivariate Reality of Educational Research: Detecting Interaction Effects Using Canonical Correlation Analysis.
67p. 1mf. L1 ED 284 872

Ackerman, Terry A.
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Anderson, Fay B.
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6p. 1mf. L1 ED 284 811
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8p. 1mf. L1 ED 284 810

Anderson, Richard C.
Do Errors on Classroom Reading Tasks Slow Growth in Reading? Technical Report No. 404.
21p. 1mf. L1 ED 284 182

Andersson, Bengt-Erik
Home Care or External Care? A Study of the Effects of Public Child Care on Children's Development When 8 Years Old. Reports on Education and Psychology No. 2, 1986.
65p. 1mf. L1 ED 284 652

Andewelt, Roger B.
Statement of Roger B. Andewelt, Deputy Assistant Attorney General, Antitrust Division, before the Subcommittee on Monopolies and Commercial Law Committee on the Judiciary, House of Representatives, concerning H.R. 557, Intellectual Property Licensing Legislation.
21p. 1mf. L1 ED 284 561

Applegate, Edd
Writing for the Mass Media: A Selected, Annotated Bibliography of Audio-Visual Materials.
7p. 1mf. L1 ED 284 269

Apterbach, Evelyn, Ed.
Access or Censorhip? Libraries and Pornography. An Annotated Selective Bibliography on the Theme of the LACUNY 1987 Institute.
29p. 1mf. L1 ED 284 582

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